

EHLS PROGRAM SELECTION CRITERIA

Language Goals & Motivation: The EHLS Program is an advanced language learning program. In order to be successful, scholars must be able to articulate concrete goals and demonstrate the motivation to improve their English skills. Language goals should be very specific, indicating that the applicant possesses self-awareness in terms of their linguistic strengths and areas of improvement, rather than vague objectives (e.g., “improve my writing”). A strong applicant will clearly connect language goals with program participation and professional aspirations.

1	2	3	4	5
Applicant does not seem to have goals or motivation to improve English skills, does not describe a situation in which the skills were a limitation, and/or does not relate that to participation in EHLS. One or more parts of the prompt are not addressed, or are not addressed sufficiently.	Applicant’s goals or motivation are vaguely stated. The situation is not described well, and/or relation to participation in EHLS is not addressed or addressed thoroughly.	Applicant articulates goals and motivation adequately, but may be missing a connection to a situation and/or participation in EHLS. The essay is of average quality, meaning that the reader understands the response with minimal effort, but is not particularly impressed by it.	Applicant may respond to all parts of the prompt, but some part of the response (goals and motivation, the situation, connection to program participation) could be addressed more thoroughly or depicted more strongly.	Applicant clearly articulates goals and motivation to improve his/her English skills, describes a situation in which s/he could have benefitted from better skills, and relates that to participation in EHLS.

Cultural Knowledge: Communicative effectiveness entails more than language; values, beliefs, traditions, customs, norms, rituals, symbols, taboos, deportment, etiquette, attire, and time concepts also contribute significantly to communicative success in interaction. These elements are often the source of expectations regarding behavior, such as gestures, body language, physical distance between speakers, and deference due to status, age, and gender. Native speakers are needed by the federal government not only because of their language skills but also because of their knowledge of these cultural elements and norms, which are critical for true understanding and communication. A strong candidate will understand and be able to articulate the importance of this cultural knowledge in the federal workplace.

1	2	3	4	5
Applicant does not articulate his/her cultural knowledge and does not describe a workplace experience of facilitating cross-cultural communication.	Applicant attempts to articulate cultural knowledge but does not describe how it was used to facilitate cross-cultural communication in the workplace.	Applicant attempts to articulate cultural knowledge, but only alludes to how it was used to facilitate cross-cultural communication in the workplace. While all points may be addressed, the reader finds him/herself having to draw connections not explicitly made.	Applicant adequately articulates how his/her cultural knowledge was used to facilitate cross-cultural communication in a workplace experience, but the connections may not be addressed as thoroughly as the reader would expect.	Applicant explicitly describes his/her cultural knowledge and eloquently articulates how that knowledge was used to facilitate cross-cultural communication in the workplace. The reader is completely satisfied with response. All points are addressed and connected explicitly.

Research Skills: Throughout the program and for the capstone project, scholars will be required to use and further develop research skills. A strong applicant demonstrates experience of research skills such as defining the scope of a project and generating research questions, identifying and evaluating appropriate sources (or data points), synthesizing information from different sources, and analyzing synthesized information.

1	2	3	4	5
<p>Applicant does not demonstrate use of research skills in a professional or academic setting and does not provide a sufficient example.</p>	<p>Applicant attempts to articulate research experience, but details are vague. It is unclear whether the applicant truly understands the research skills needed to complete a project like the EHLS capstone project.</p>	<p>Applicant demonstrates experience in a few research skills (e.g., developing research questions, analyzing synthesized information), but does not provide examples that span the full range of skills needed to conduct a strong capstone project. It is uncertain from the described experience how successful the applicant will be in completing the capstone project.</p>	<p>Applicant describes fairly extensive research experience that includes a wide range of skills needed to conduct a strong capstone project, but mastery of all skills may not be clear. Examples may not demonstrate skills described, or outcomes of previous research projects may be vague or lacking in substance.</p>	<p>Applicant describes a research experience that requires mastery of the full range of skills needed to conduct a strong capstone project. Examples provided clearly show that the applicant would be able to gather, analyze, and evaluate data in order to create a successful capstone project.</p>

Professional Adaptability: Strong candidates and successful employees in the federal government must be able to demonstrate professional adaptability. This includes areas such as being able to maintain or shift focus on goals in response to changing priorities, control and filter emotions in a constructive way, and demonstrate self-management, accountability, and collaborative problem solving.

1	2	3	4	5
Applicant does not describe a situation in which s/he adapted to work successfully with a colleague or team member, or produces a response that actually shows an unwillingness to adapt in the response.	Applicant's response demonstrates an attempt to work collaboratively in a difficult professional situation, but s/he does not convincingly show the capacity to adapt to work effectively with others. Response provides little to no information regarding lessons learned.	Applicant's response highlights some ability to adapt in order to facilitate professional collaboration, but does not reach beyond an average level of effort to do so. The examples may seem more reflexive and/or indicate a typical reaction than highlighting a true wish to adapt and follow through. Lessons learned may be cliché.	Applicant's response shows adaptability through the use of multiple strategies (i.e., maintaining or shifting focus as needed, managing emotions, exercising self-management, demonstrating accountability, and engaging in collaborative problem solving), but connections between the workplace challenge and the applicant's responses could be better articulated. Applicant attempts to convey reflective lessons learned from the experience.	Applicant's response effectively highlights an ability to adapt and work collaboratively by using multiple strategies (i.e., maintaining or shifting focus as needed, managing emotions, exercising self-management, demonstrating accountability, and engaging in collaborative problem solving), and clearly articulates thoughtful, original lessons learned from the experience.

Compatibility with the Federal Workplace: The goals of the EHLS Program are to train advanced English speakers to be effective communicators and strong candidates for federal jobs. Strong candidates for a federal career demonstrate a commitment to public service and possess professional skills that are needed by federal agencies. Professional skills may include training in a specific field of study (e.g., chemistry, accounting) or more general workplace experience (e.g., writing skills, project management).

1	2	3	4	5
<p>Applicant does not have the appropriate work or educational experience related to government service/a federal position. S/he may not name preferred agencies of employment and/or cannot explain why the agency would be a good fit.</p>	<p>Applicant may have some work or educational experience but is not able to explain its relevance to government service/a federal position. S/he may name preferred agencies of employment but have a weak explanation of fit. It may seem applicant is struggling to craft a response or didn't research the possibilities.</p>	<p>Applicant demonstrates work and educational experiences that have the potential to be relevant to government service, but the link needs to be further developed. S/he may be missing preferred agencies (for example, "I'll do whatever") or an explanation of the fit. The reader is left with a significant question of compatibility upon reviewing.</p>	<p>Applicant demonstrates fairly strong work and educational experiences with some relevance to government service/a federal position. S/he names preferred agencies of employment but does not fully outline a clear explanation of fit. The reader is left with some minor questions of compatibility and may make connections him/herself upon reviewing.</p>	<p>Applicant demonstrates strong work and educational experiences and relates them explicitly to government service/a federal position. S/he names preferred agencies of employment and explains why that agency is a good fit. The reader understands the connection well and deems it reasonable if not optimal.</p>

Language Skills in English and Native Language: To participate in the EHLS Program, applicants must demonstrate the following minimum proficiencies in English and the language under which they are applying:

- **English**: The minimum English language requirement is Limited Working Proficiency (ILR Level 2) in listening, speaking, reading, and writing. All provisionally selected applicants will participate in language testing in Washington, DC to certify that they meet these minimum requirements. Language testing includes multiple-choice reading and listening assessments developed by the Defense Language Institute-English Language Center (DLI-ELC); a writing assessment consisting of three prompts that is scored using an adapted DLI-ELC rubric; and a double-rated telephonic Oral Proficiency Interview conducted by Language Testing International.
- **Native Language**: The minimum native language requirement is Professional Working Proficiency (ILR Level 3) in speaking. All provisionally selected applicants will take a double-rated telephonic Oral Proficiency Interview.

While all candidates must meet these minimum proficiencies in order to be considered for an EHLS Program award, candidates who score at a level of 2+ or higher on the listening test will be given strongest consideration for a scholarship.