CLIL4ALL

Assessment grid for a steering group meeting (Karelia UAS)

University and degree programme: Karelia UAS, International Business

Course: Project Management, 3 ECTS

Timing: November 2023

Lecturers: Kirsi-Marja Toivanen, Varpumaria Jeskanen

Criteria	Description	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
Understanding of Project Progress	Clarity on Project Status, Achievements and next steps aligned with project objectives	Little or no understanding, inaccurate information, fails to identify milestones or next steps	Limited understanding, incomplete information, lacks detail	Clear understanding, covers major achievements and upcoming tasks with some detail	Thorough understanding of key milestones and next steps that are aligned with project objectives	Exceptional strategic understanding and detailed explanation of milestones and next steps fully aligned with project objectives
Resource Allocation	Allocation of Resources for Project Activities	Fails to address resource allocation or lacks information, fails to identify resource gaps	Partially addresses resource allocation and/or identifies gaps, lacks detail	Adequately addresses resource allocation, identifies resource gaps with some detail	Clearly presents resource allocation for key activities and identifies gaps and has a plan for them.	Exceptional resource allocation, considering efficiency, optimization and potential gaps with a strategic action plan
Risk Identification and Action Plan	Identification of Project Risks and Creation of a mitigation plan	Fails to identify project risks or provides inaccurate information, fails to provide an action plan	Partial identification of risks, lacks detail, has partial action plan when requested	Identifies key project risks with some detail, presents a reasonable action plan	Clearly identifies and details project risks with an action plan (with specific steps)	Exceptional identification of project risks. Exceptional action plan which demonstrates strategic risk management
Communication Quality	Clarity and Conciseness of Presentation	Unclear and verbose, lacks conciseness and time management skills	Somewhat clear but could be more concise, time could be used more efficiently	Clear and concise presentation, needs help to stay on time.	Very clear and concise, effectively communicates key points, stays on time.	Exceptionally clear and concise, maximizes impact, uses time efficiently, makes notes of the action points.
Language	Listening and understanding, speaking and expressing opinions, interaction with others.	Can follow the main points of the discussion but struggles with detail. Can express their opinions but gives weak or vague reasons. Inaccurate interaction with the other party and the team. *CEFR B1.2 or higher.*	Can understand the main points but may need clarification. Can express their opinions and can give some reasons for them. Can interact with others and respond to questions adequately.	Can understand the main points and most details with ease. Can express their opinions and preferences and is able to give clear reasons for them. Can effectively interact with others. *CEFR B2.1 or higher.*	Can understand the main points and all details accurately. Can express their opinions, preferences, and suggestions and give detailed reasons for them. Can interact with the other party confidently.	Can understand the main points and all details with nuances and implications. Can express their opinions, preferences, and suggestions and give comprehensive reasons for them. Can interact with the other party and respond to their questions and comments fluently. *CEFR B2.2 or higher.*

Explanations for the language level descriptions

In the international degree programme taught in English the students should have the level B2 in English in the beginning of their studies. In the assessment grid, grade 1 required CEFR B1.2 or higher grade 3 CEFR B2.1 or higher and grade 5 CEFR B2.2 or higher.

CEFR descritors are introduced by the Council of Europe at https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors. The following level desriptions were used in our assessment of the communication in English in the steering committee meeting:

FORMAL DISCUSSION (MEETINGS)

C2 Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no

disadvantage to native speakers.

C1 Can easily keep up with the debate, even on abstract, complex unfamiliar topics.

Can argue a formal position convincingly, responding to questions and comments and answering complex lines of

counter argument fluently, spontaneously and appropriately.

B2 Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.

Can express his/her ideas and opinions with precision, present and respond to complex lines of argument

convincingly.

Can participate actively in routine and non-routine formal discussion.

Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by

the speaker.

Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to

hypotheses.

B1 Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage

and articulate clearly.

Can put over a point of view clearly, but has difficulty engaging in debate.

Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in

the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion

of solutions to practical problems.

OVERALL SPOKEN PRODUCTION

C2 Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the

recipient to notice and remember significant points.

C1 Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing

particular points and rounding off with an appropriate conclusion.

Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of

significant points, and relevant supporting detail.

B2 Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of

interest, expanding and supporting ideas with subsidiary points and relevant examples.

B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of

interest, presenting it as a linear sequence of points