

Scorecard

4-minute monthly program report — B1

Score the L1 and L7 recordings using this rubric. For each criterion, assign 0, 1, or 2 points. Total per recording: /10.

Criterion	Below level (0)	At level — B1 (1–2)	Above level (2)
Communicative effectiveness — can leadership act on the report without follow-up clarification?	Leadership cannot decide after listening; asks for the report to be resent or for the meeting to be rescheduled	Leadership can approve, redirect, or escalate in the same meeting; minor clarifying questions only	Leadership acts immediately; questions are refinements, not requests for missing information
Clarity & structure — are the five beats present and followable?	Status comes after the analysis (or never); risks and ask are tangled or missing	Five beats present and in the stated order; uses simple transitions between them ("on delivery", "looking ahead", "on the risks", "to summarise")	Opens with stance + headline number in a single sentence; closes with a named ask in under 20 seconds
Language control — is grammar stable enough for credibility at executive level?	Switches between past and present tense within one sentence when describing what was delivered vs what's coming; leaves sentences unfinished when financial detail gets dense	Tenses hold across each beat; uses modals for risks and asks ("we'd recommend", "could we approve"); occasional article and preposition errors	Modality used accurately for likelihood vs commitment ("may slip" vs "will slip"); conditionals used for outlook scenarios ("if the second cohort holds, we close at 92%")

Criterion	Below level (0)	At level — B1 (1–2)	Above level (2)
Lexical appropriacy — right words for program reporting and executive escalation?	Uses vague verbs ("do", "have", "make", "handle") where program-precise verbs exist; describes performance without naming the variance or its driver	Names performance with precise verbs (deliver, achieve, miss, exceed, escalate, mitigate); uses the standard metrics (variance, attrition, run-rate) without glossing; some translation-style phrasing	Uses domain-standard lexis naturally (accrual, contingent provision, second-order effect, scope creep); switches register smoothly between operational numbers and executive framing
Time discipline — 4 minutes, all beats covered?	Over 4:30 or under 2:30; at least one beat dropped to fit (usually outlook or the ask)	3:45–4:15; all five beats included; pacing even across beats	Confident pacing with extra time on the risk assessment (the highest-stakes beat); ends cleanly, not cut off

Scoring

Score	Definition
2	Matches the At level or Above level descriptor
1	Partially at level — some At-level features, some Below
0	Matches the Below level descriptor

Pass thresholds

A learner passes the course if either threshold is met:

Threshold	Definition	What it proves
Performance	L7 total \geq 6/10	Learner can perform the task to standard
Improvement	(L7 total – L1 total) \geq 2 points	The course added value

Grade bands (assigned on L7 score)

L7 total	Band	Description
9–10	Distinction	Performs above level. Minor refinements only.
7–8	Pass with merit	Performs at level reliably.
6	Pass	Task communicatively achieved. Some criteria below level.
0–5	Not yet passing	Task not yet reliably achieved.

Note on the 5th criterion. *Interaction management is excluded because the report is delivered as a monologue — leadership questions and discussion happen after. Time discipline replaces it: covering all five beats in 4 minutes without sacrificing risks or ask is the binding constraint.*

Prepared for Maximus Saudi — Senior Program Managers cohort. Not licensed for reuse or redistribution.