



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year A1 Module Assessment Map



COURSE OVERVIEW: At the end of the A1 Module, students will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs, introduce themselves and others and ask and answer questions about personal details such as where they live, people they know and things they have, interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

COURSE LENGTH: The education in the module covers 20 hours of face-to-face lessons, lasting for 8 weeks.

MATERIALS: Language Hub Coursebook (A1 level). Extra materials will be provided at the beginning of each module if necessary.

ASSESSMENT: In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

Table 1

Course Assessment Components

Assessment Type	%
Project	20
Midterm	30
End-of-Course Exam	40
In-class Assessment	5
Online Platform Activities	5
Total	100

ABSENTEEISM: Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

A1 Measurement and Assessment - Learning Outcome Equivalency Table

Weeks	Assessment Implementation	Skill / Knowledge Area	Units	Learning Outcomes	Question / Task Types
Week 4	Midterm (30%)	Oral Comprehension (20 points, 20 %)	Units 1-6	• listen to a registration at a language school • listen to simple conversations about personal details • listen to a conversation about clothes and accessories • listen to a radio interview about people's daily routines • listen to an interview about free-time activities • listen to a short conversation about a room to rent	Sequence Ordering: Students hear conversations (e.g., a registration or radio interview) and number the images of activities or events in chronological order. Matching (Dialogues to Contexts): Students listen to different snippets about daily routines, free-time activities and rooms and match them to given contexts/images.
		Reading Comprehension (20 points, 20 %)	Unit 1-6	• read emails about a new job • read about some new musicians on a playlist • read an article about a person and his/her family • read an article about people's lifestyles • read an article about food and eating habits around the world • read a description of a city / hometown	Matching / Notice Reading: Students match short texts (emails, music playlists, notices) with correct statements or visual icons. True/False Based on short articles with visual support regarding lifestyles, food, and cities.
	Midterm (30%)	Written Production / Written Interaction (30 points, 30 %)	Units 1-6	• write a simple email to a friend about their daily routine. • write a simple blog post about food. • list the amenities in their town; post a very simple online review of a café or restaurant.	Guided Writing: Email or blog post composition using basic connectors (Assessed via analytic rubric).

		Oral Production/ Oral Interaction (30 points, 30 %)	Units 1-6	• greet people and introduce themselves; ask for and give a phone number; make an informal introduction • give basic info about a favorite musician/band • describe everyday objects/family • tell time/routine; order a drink • ask about free-time activities/food • ask about rooms/directions	Personal Interview: Responding to simple direct questions about basic personal info. Picture Description: Students are given a photo of a famous person or a picture. They are given 2 minutes and give their prepared speeches.
Week 7	In-class Assessment (5%)	Plurilingual Competence Oral Interaction Metacognition	Units 7-8	• ask and answer about what people can/can't do • describe a picture of everyday activities; ask and answer about clothes • use basic self-assessment checklists to identify what they can already do • set simple learning goals for the next module	"The Cultural Guide" Task: Students create a 'Mini-Guide' for a foreign visitor coming to Kahramanmaraş. Incorporates describing places and making recommendations using their native linguistic background. Student Module Checklist (Metacognition): At the end of the module students complete a self-assessment checklist ("I can..." statements) and record two learning goals for the next module. Submitted and scored as part of the In-class Assessment component.
Ongoing (W1-8)	Online Platform Activities (5%)	Online Interaction	1,2,3,7,8,11	• fill in a form • write an online production to introduce someone • write a very simple social media post to accompany a picture of their family • write a short, simple text about themselves, listing the things that they do	Social Media Snippet

				• conduct simple social exchanges with friends by text message • write a simple personal profile to post to a social media site	
Week 8	Project (20%)	Oral/Written Production Mediation	Units 1-12	Written Production / Written Interaction • Introduce someone • Write a simple personal profile to post to a social media site • Write a short, simple text about themselves • Write a simple email to a friend about their daily routine • List the amenities in their town; post a very simple online review Oral Production/Interaction • Greet people and introduce themselves; make an informal introduction. • Give basic info about a favorite musician/band; describe everyday objects/family; tell time/routine • Describe a picture of everyday activities Mediation • Convey the meaning of short, simple signs, notices and menus from Turkish into English • Relay simple, predictable information about times and places • List names, numbers, prices and very simple information of immediate interest	The International Student's Digital Handbook Task 1: Written Profile – students introduce themselves and a family member and post a simple personal profile. Task 2: Oral Presentation (2–3 min) – students introduce themselves and describe everyday objects, routines and a picture. Task 3: Mediation Task – students photograph a local Turkish sign or menu (e.g. “Kütüphane – Sessiz Olun”) and provide a simple English equivalent for an international friend.

Week 8	End-of-Course Exam (40%)	Oral Comprehension (20 points, 20 %)	Units 7-12	• listen to a radio program to find and correct mistakes • listen to a conversation between two people • listen to a guide about famous people's lives • listen to a podcast where people talk about personal belongings • listen to a radio interview about sports • listen to a radio program about holidays	Gap Fill / True-False: Students listen to short podcasts or guided tours and extract specific factual information to fill in missing details or verify statements. Multiple Choice (Detail Extraction): Students listen to interviews and podcasts to extract dates, life events, and specific travel/sports details.
		Reading Comprehension (20 points, 20 %)	Units 7-12	• read an article about abilities of animals and humans • read a text message exchange between friends • read a text about your favorite stories as a child • read a text about history • read an article about different lifestyles • read a text about problems on holiday	Multiple Choice: Reading articles and text messages for main ideas, guessing meaning from context, and specific details. Short Answer / Scanning: Scanning paragraphs to find historical dates, lifestyle facts, and travel problems quickly.

Week 8	End-of-Course Exam (40%)	Written Production & Written Interaction (30 points, 30 %)	Units 7-12	•write a simple biography of a famous person. •write a paragraph about a past event •write a holiday postcard to a friend.	Guided writing tasks a. where students are given some prompts and asked to write a paragraph about past event or a famous person (approximately 70 words). b. where students are given some prompts and asked to write holiday postcard to a friend.
		Oral Production/Oral Interaction (30 points, 30 %)	Units 7-12	• ask and answer questions about a famous person or past experiences • react sympathetically to news • take part in a discussion about what to do • tell the story of a journey • express opinion when discussing plans	Role-Play / Information Exchange: Goal-oriented interaction focusing on sharing past weekend events and making recommendations.