Republic of Türkiye
Kahramanmaraş Sütçü Imam 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 lives, 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
Mid-Module Exam	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 Level Exam Specification			
Communicative Language Activities	**Objectives**	**Possible Question and Task Types**	**Possible Integration with the Syllabus Learning Outcomes**
Reception: Oral comprehension	**1. Social Eavesdropping & Interaction Tracking:** understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear, and understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly. **2. Informational & Instructional Listening:** understand instructions addressed carefully and slowly to them and follow short, simple directions, understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment, and understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time. **3. Extracting Essential Information from Audio Media:** understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop, and pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly. **4. Visual-Supported Comprehension (Audio-Visual):** recognize familiar words/signs and phrases and identify the topics in headline news summaries and many of the products in	Matching (Dialogues to Contexts): Students hear 3 short dialogues and match them to 5 pictures (e.g., in a shop, at school, at home). Multiple Choice (Specific Detail): Students hear a conversation between two people (e.g., about hobbies) and answer MCQ questions like "What does [Name] like to do?" True/False: Listen to a conversation about someone's surroundings and decide if statements like "The house is big" are true or false. Map/Layout Completion: Students listen to someone giving directions (e.g., "The bank is next to the park") and must label the correct building on a provided map. Sequence Ordering: Students hear a set of instructions (e.g., how to use a machine) and must number the images in the correct order. Grid/Form Filling: Students listen to a "tour guide" description and fill in a simple table (e.g., Time: 10:00 AM, Meeting Point: Entrance). Gap Filling (Numbers/Prices): Students hear loudspeaker announcements (e.g., at a station) and	

	advertisements, by exploiting visual information and general knowledge.	write down the missing information (e.g., "Train number: ____", "Price: ____ TL"). Targeted Listening (Short Recording): Students listen to a short recording about a trip and must circle the correct time or date from a list of options. Information Categorization: Students hear a list of items and their prices/quantities and must place them into the correct columns in a provided table. Headline Matching: Students see 4 different advertisement images and hear 4 short descriptions; they must match the description to the product image. Keyword Identification: Students watch a short video/listen to a summary of "headline news" and select the correct topic from a visual list (e.g., Weather, Sports, Food, Travel). Fact Verification: Students look at a promotional flyer for a product and listen to an ad; they must check if the information in the audio (e.g., price, color, store location) matches the flyer.	
Reception: Reading	**1. Personal & Social Correspondence:** understand short, simple messages on postcards, social media, or email (e.g. proposals for what to do and when/where to meet). **2. Informational & Environmental Reading:** recognize familiar names and basic phrases on simple notices and store guides (e.g. department floors, lift locations, or mealtimes), and find important information in advertisements, event	Information Extraction (Gap Fill): Provide an email proposing a meeting. Students must extract specific details (e.g., Who, Where, When) into a simple calendar or form. Multiple Choice (Purpose): Show a short social media post (e.g., "Hi, are you free for coffee at 3?") and ask: "What is the person doing?" (A) Inviting, (B) Complaining, (C) Informing.	

	programs, leaflets, and brochures (e.g. costs, dates, places, and departure times). **3. Content Discovery & Visual Support:** get an idea of the content of simple informational material and descriptions, especially when supported by visuals or illustrations, and understand short, simple news flashes or stories about personal interests (e.g. sports, music, travel) when accompanied by pictures. **4. Narrative & Illustrated Stories:** understand short, illustrated narratives and stories about everyday activities, using the images to guess the content of the simple text.	Matching: Match three short messages to three different recipients or contexts. Visual Guide Mapping: Provide a floor plan of a department store. Students read short descriptions (e.g., "Buy shoes on the second floor") and label the plan. Advertisement Search: Provide a brochure for a holiday or event. Students must scan for specific concrete information: Price, Departure Time, Location, and Contact Number. True/False (Signage): Provide a list of "Rules" (e.g., "Library: No talking, open 9-5"). Ask: "Can you talk in the library at 10 AM?" (True/False). Headline Matching: Provide 4 pictures related to sports/music/travel and 4 short, simple headlines/captions. Students match the correct headline to the correct picture. Multiple Choice (Main Idea): Provide a short story or news flash about a travel topic (e.g., a city description) with a picture. Students must select the best title for the text. Content Inference: Provide a menu or a flyer. Ask a question that requires inferring information from the image (e.g., "Based on this flyer, is the restaurant expensive or cheap?"). Sequencing (Image Story): Provide 4–5 sentences of a story with images, but the sentences are scrambled. Students must put them in the correct narrative order.	

		Sentence Completion: Provide an illustrated narrative (e.g., "Tom goes to the park... he eats a sandwich"). Students must complete a sentence based on what happens next in the story. True/False/Not Given: Based on a 3-4 sentence illustrated story, students decide if statements about the characters' actions are correct.	
Oral Production Oral Interaction	**1. Social Interaction & Personal Identity:** describe themselves, what they do, and where they live using basic phrases, and describe simple aspects of their everyday life in a series of simple sentences, provided they can prepare the content in advance. **2. Informational & Instructional Production:** name an object and indicate its shape and color while showing it to others, using formulaic expressions and basic vocabulary (with prior preparation). **3. Visual-Supported or Formal Rehearsed Speech:** use a very short prepared text to deliver a rehearsed formal statement, such as introducing someone or proposing a toast.	Role-Play (Introductions/Greetings): Pairs of students are given "role cards" (e.g., "You are a new student at the school," "You are an existing student"). They must initiate a conversation, introduce themselves, and react to simple news. One student acts as a customer and the other as a salesperson/waiter. They must order food, ask for prices, or ask for an object based on color/shape. Personal "Show and Tell" (Prepared Speech): Students are given photo or a picture and give a 1-minute speech about it. Information Exchange Activity: Students interview each other about likes/dislikes (e.g., "Do you like	

	1. Social Interaction & Personal Identity: make introductions, use basic greetings/leave-taking expressions, ask how people are, and react to news; take part in simple conversations on predictable topics (home country, family, school) and exchange likes/dislikes (sports, food) using a limited repertoire; and ask and answer questions about themselves and others (where they live, people they know, things they have). **2. Informational & Instructional Production/Interaction:** understand expressions aimed at the satisfaction of simple concrete needs and ask for food/drink using basic expressions; follow and act on short, simple directions or instructions that involve times, locations, and numbers; name and ask about the color of clothes or other familiar objects; and ask people for things and give people things. **3. Extracting Essential Information / Media Production:** handle and express numbers, quantities, cost, and time using lexicalized phrases (e.g. “next week,” “3 o’clock”). **4. Visual-Supported or Formal Rehearsed Speech:** reply to simple direct questions in an interview about personal details, provided the language is non-idiomatic and slow, and state the nature of a problem to a professional (e.g. a health professional) and answer simple questions, using gestures and body language to help convey the message.	sports?") and record their partner's answers in a simple grid. Mock Interview: The teacher acts as a "interviewer" (e.g., school registration or health professional). The student must reply to simple, slow questions about personal details.	
Written Production	**1. Social Interaction & Personal Identity:** produce simple phrases and sentences to describe themselves, their residence, their work, and even imaginary characters.		

Written Interaction	**2. Informational & Instructional Production:** describe what a room looks like using very simple language and use basic words and phrases to describe the physical attributes of everyday objects (e.g. size, color). **1. Social Interaction & Personal Identity:** compose short sentences or online postings about hobbies, likes, and dislikes using simple words and formulaic expressions (with dictionary support), and write a short, simple postcard or a brief message (e.g. text message) to friends to share information or ask a simple question. **2. Informational & Instructional Production:** fill in personal data on forms (e.g. hotel registration), including name, nationality, address, age, and dates, and leave a short, functional note providing essential information, such as their current location or expected return time (e.g. “Shopping: back at 5 p.m.”).	Guided Writing: Students are given prompts and write various paragraphs such as blogs, messages and emails. Headline Matching: Students are given short text and headlines and match them. Functional Note Writing"Leave a Note": Students are given a scenario (e.g., "You are going out, tell your roommate when you will be back") and must leave a short, functional note.	
Interaction: Online Interaction	**1. Social Interaction & Personal Identity:** formulate very short sentences for personal online postings regarding hobbies and likes/dislikes, often utilizing translation tools for support, and use formulaic expressions to post simple positive or negative reactions to media/links and respond to follow-up comments with standard social phrases (e.g. thanks or apologies). **2. Informational & Instructional Production:** complete very simple online applications or purchases by providing essential personal details like name, email, or phone number.	**"The Interest Thread":** Students post a 2–3 sentence status update about their hobbies in the PERCULUS discussion forum. They must use at least one "positive/negative" reaction expression. **"Peer-Comment Chain":** Students are required to respond to at least two classmates' posts using formulaic social phrases (e.g., "Thanks for sharing," "I like this too," or "Sorry, I don't know"). **"Mock Registration/Checkout":** Create a fake online application or purchase form in your LMS. Students must correctly input name, email, and phone number based on a provided scenario.	Social-Media Snippet Students write a post (100 words) describing the person in their profile form using basic connectors. Their classmates make comments about their post.

Mediation	**1. Social Interaction & Personal Identity:** use simple isolated words and non-verbal signals (gestures) to show interest in someone else's idea and use simple words to state how a piece of work (like a story or image) made them feel. **2. Informational & Instructional Production (Mediation):** relay simple, predictable information about times and places from a spoken source (Language A) into a target language (Language B); convey the meaning of short, simple signs, notices, posters, and programs from one language to another; and copy out single words and short texts presented in standard printed format. **3. Extracting Essential Information (Data Mediation):** list names, numbers, prices, and very simple information of immediate interest from slow, clear oral texts, and use a dictionary to convey the meaning of simple phrases on familiar everyday themes. **4. Collaborative Tasks & Leading Group Work:** invite others to contribute to very simple tasks using short, prepared phrases, indicate that they understand a point and ask whether others understand, and express an idea and ask for others' opinions using simple, pre-prepared phrases.	"**Emoji/React Task":** Students watch a short video/story and post a 1-word reaction + a gesture (recorded or emoji). **"The Sign Translator":** Provide a sign (e.g., "Closed for Lunch"). Students write/record the English equivalent. **"The Information Broker":** Students listen to a slow audio (e.g., a train announcement) and extract info into a simple table. **"Peer-Invitation Task":** Students use a pre-prepared phrase to invite a partner to a task in the forum (e.g., "Hello, do you want to do the project?").	Embedded in the Project Mediate a local Turkish sign or menu for an international friend. Students take a photo of a sign (e.g., "Kütüphane - Sessiz Olun") and provide a simple English translation ("Library - Be quiet").
Metacognition	**1. Self-Assessment & Reflection:** use basic self-assessment tools (e.g., a checklist) to reflect on their own progress toward module goals. **2. Evaluating Progress & Adapting Strategies:** identify their strengths and areas for improvement in relation to the module's communicative goals and adjust their learning strategies accordingly.	**Student Module Checklists** (At the end of each modüle) Students submit a "Self-Assessment Summary" at the end of the module. The checklist are prepared in line with the each level's goals and objectives. **Self-Evaluation Rubric** (With Project submission and in-class assessment)	Embedded in the self-assessment checklist

		Included as the final page of the Project report.	
Linguistic Competence	**1. Vocabulary Range & Control:** use a basic vocabulary repertoire related to specific concrete situations. **2. Grammatical Accuracy:** employ a few simple grammatical structures and sentence patterns within a learned repertoire, even if some elements are omitted or reduced. **3. Phonological Control:** reproduce a limited range of sounds and stress for familiar words so that they are intelligible to a collaborative interlocutor. **4. Orthographic Control:** copy familiar words, short phrases, and use basic punctuation such as full stops and question marks.	1. Vocabulary Range: Word-to-Picture Matching, Odd-One-Out, Collocation Fill-in 2. Grammatical Accuracy: Scrambled Sentences, Gap Fill, Sentence Transformation 3. Phonological Control: Minimal Pair ID, Intonation Recognition (Statement vs. Question) 4. Orthographic Control: Dictation, Spelling Correction, Copying Functional Text	Phonological Control: Part of Oral Comprehension Assessment Orthographic Control : Integrated into Writing Tasks
Pragmatic Competence	**1. Coherence and Cohesion:** link words or groups of words with very basic linear connectors such as “and” or “then.” **2. Propositional Precision:** communicate basic information about personal details and concrete needs in a simple way. **3. Fluency:** manage very short, isolated utterances, despite significant pausing to search for expressions or repair communication.	1. Coherence & Cohesion **Sentence Sequencing:** Scramble three sentences and have students use "and" or "then" to link them logically. 2. Propositional Precision **The Need-Fulfillment Task":** Students must express a need (e.g., "I need a pen because I have a test") 3. Fluency A part of the speaking rubric for oral exams.	Embedded in Writing & Speaking rubric (Organization; Fluency criteria)
Sociolinguistic Competence	**1. Basic Politeness & Social Interaction:** establish basic social contact using everyday polite forms for greetings, farewells, introductions, and expressions like “please,” “thank you,” and “sorry.” **2. Appropriateness in Everyday Communication:** use simple context-	1. Basic Politeness **"The Social Situation Sorting":** Students match a social situation (e.g., *meeting a teacher, leaving a shop*) with the correct polite expression (e.g., *Hello, Goodbye, Thank you*). 2. Appropriateness	Embedded in Speaking rubric; formal vs informal role-play –appropriate register

	appropriate language and basic sociolinguistic conventions to interact respectfully in familiar everyday situations.	**Formal vs. Informal Role-Play":** Students are given two scenarios: greeting a friend vs. greeting a teacher. They must choose the appropriate level of formality in their speech.	
Plurilingual and Pluricultural Competence	**1. Pluricultural Repertoire:** recognize differing ways of numbering, measuring distance, and telling time, even if they have difficulty applying them in transactions. **2. Plurilingual Comprehension:** recognize internationalisms and common words across different languages (e.g. haus/hus/house) to deduce the meaning of simple signs and notices. **3. Building on Plurilingual Repertoire:** use a very limited repertoire from different languages to conduct basic, concrete, everyday transactions with a supportive partner.	1. Pluricultural Repertoire **"The Measurement Comparison Table":** Students fill in a grid comparing how time or distance is expressed in their native language vs. the target language. 2. Plurilingual Comprehension: **"Internationalism Hunt":** Provide 10 signs/notices and have students circle "cognates" or "internationalisms" (e.g., *Taxi*, *Hotel, Café*) to deduce meaning. 3. Building Repertoire **"The Multilingual Survival Role-Play":** Students conduct a transaction (e.g., buying a train ticket) where they are allowed to use basic, limited vocabulary from any language they know to ensure understanding with a "supportive partner."	Embedded in In-Class Assessment
The outcomes are taken from the A1 level illustrative scales of CEFR (2020).			

Suggestions:
Metacognitive Assessment Evidence

Student Checklists: Please upload the completed student-self-assessment checklists to the Perculus system at the conclusion of each module. These serve as evidence of students tracking their own progress toward communicative goals.

Project Self-Evaluation Rubrics: Collect the completed self-evaluation rubrics for every project submission. Please keep these on file or upload them to the system, as they provide critical evidence of students identifying their own strengths and areas for improvement.

Instructional Purpose: These documents are not just for grading; they are required evidence that we are teaching students to evaluate their own progress and adapt their learning strategies.

Commutative Activities and Competences: Some missing objectives in the syllabus are embedded in the Table (Possible Integration with the Syllabus Learning Outcomes column).

Assessment Map of the Learning Outcomes / Communicative Activities and Competences

1. ORAL COMPREHENSION (Listening)

Unit	Learning Outcomes	Assessment	Question and Task Types
1-3	• listen to a registration at a language school • listen to simple conversations about personal details • listen to a conversation about clothes and accessories	Mid-Module Exam	Mid-Module form: Part 1 Sequence Ordering - 5 items x 3 points = 15 points; Part 2 Dialogues-to-Contexts Matching also provides evidence for the registration outcome. Original Language Hub formats retained in the assessment map: one-word completion and short-answer/detail extraction.
4-6	• 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	Mid-Module Exam	Mid-Module form: Part 2 Dialogues-to-Contexts Matching - 5 items x 3 points = 15 points. Original Language Hub format retained in the assessment map: True/False based on an interview or short talk.
7-9	• 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	End-of-Course Exam	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.

10-12	• listen to a podcast where people talk about personal belongings • listen to a radio interview about sports • listen to a radio program about holidays	End-of-Course Exam	Multiple Choice (Detail Extraction): Students listen to interviews and podcasts to extract dates, life events, and specific travel/sports details.

2. READING COMPREHENSION

Unit	Learning Outcomes	Assessment	Question and Task Types
1-3	• read emails about a new job • read about some new musicians on a playlist • read an article about a person and his/her family	Mid-Module Exam	Mid-Module form: Matching across short texts - 5 items x 3 points = 15 points. Original Language Hub format retained in the assessment map: reference questions/short answers based on profiles.
4-6	• 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	Mid-Module Exam	Mid-Module form: True/False based on an information card - 5 items x 3 points = 15 points. Original Language Hub formats retained in the assessment map: heading-to-text matching and notice-to-heading matching.
7-9	• 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	End-of-Course Exam	Multiple Choice: Reading articles and text messages for main ideas, guessing meaning from context, and specific details.

10-12	• read a text about history • read an article about different lifestyles • read a text about problems on holiday	End-of-Course Exam	Short Answer / Scanning: Scanning paragraphs to find historical dates, lifestyle facts, and travel problems quickly.

ORAL PRODUCTION / ORAL INTERACTION (Speaking)

Unit	Learning Outcomes	Assessment	Question and Task Types
7-8	• ask and answer about what people can/can't do • describe a picture of everyday activities; ask and answer about clothes Reallocated Mid-Module Exam outcomes: • order a drink • ask about free-time activities and food • ask about rooms and give simple directions	In-class assessment	Plurilingual Competence / The Cultural Guide (Multimodal Project): This assignment connects describing pictures and giving recommendations with the students' native linguistic background. The Task: Students create a 'Mini Guide' for a foreign visitor coming to Kahramanmaraş. Added Interaction Stations: short food-and-drink and directions role-plays assessed with the speaking rubric.
9-12	• 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 Reallocated Mid-Module Exam outcomes: • ask for and give a phone number • tell the time	End-of-Course Exam	Role-Play / Information Exchange: Goal-oriented interaction focusing on sharing past weekend events and making recommendations. Added Interview Prompts: exchanging a phone number and telling the time within the personal-information warm-up.

1-6	• greet people and introduce themselves; make an informal introduction • give basic information about a favorite musician or band • describe everyday objects and family members • talk about daily routines	Project	Project Oral Presentation: Students introduce themselves or another person, describe family, objects and routines, and respond to simple follow-up questions.

WRITTEN PRODUCTION / WRITTEN INTERACTION (Writing)

Unit	Learning Outcomes	Assessment	Question and Task Types
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 • conduct simple social exchanges with friends by text message • write a simple personal profile to post to a social media site	Mid-Module Exam	Mid-Module Writing Task 1 - informal email about a weekday routine, 70-90 words, 20 points. Assessed with the approved analytic rubric.
4-5-6	• 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.	Mid-Module Exam	Mid-Module Writing Task 2 - online town and cafe/restaurant post, 80-100 words, 20 points. Original guided email/blog/review formats remain represented in the two integrated tasks.
9-10-12	•write a simple biography of a famous person. •write a paragraph about a past event •write a holiday postcard to a friend.	End-of-Course Exam	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.

5. MEDIATION

Unit	Learning Outcomes	Assessment	Question and Task Types
1-12	• convey the meaning of short, simple signs, notices and menus from one language to another • relay simple, predictable information about times and places • list names, numbers, prices and very simple information of immediate interest	Project	Mediation Task (within "The International Student's Digital Handbook"): Students photograph a local Turkish sign or menu and provide a simple English equivalent for an international friend (Assessed via analytic rubric).
1-12	• use simple words and non-verbal signals to show interest in someone else's idea • state in simple words how a story or image made them feel • invite others to contribute to very simple tasks using short, prepared phrases	In-class assessment / Online Platform	"Emoji/React Task": students post a one-word reaction and a gesture/emoji to a short video or story. "Peer-Invitation Task": students use a prepared phrase to invite a partner to a task in the forum.

6. COMPETENCES AND METACOGNITION

These competences are not separately weighted skill sections; they are assessed as criteria within the existing exam components and the In-class Assessment, as set out below.

Competence	Learning Outcomes	Assessment	How it is Assessed
Linguistic Competence	• use a basic vocabulary repertoire of isolated words and phrases on concrete everyday topics • control a limited repertoire of simple memorised grammatical structures • pronounce a very limited repertoire of learnt words and phrases intelligibly	Mid-Module Exam / End-of-Course Exam	Not a separately weighted section. Assessed as the Range and Accuracy criteria of the Writing and Speaking analytic rubrics. Phonological control is assessed within the Oral Production / Oral Interaction tasks.
Pragmatic Competence	• link words or groups of words with very basic linear connectors (and, then, but, because) • produce simple, mainly isolated phrases with basic fluency in short exchanges	Mid-Module Exam / End-of-Course Exam	Not a separately weighted section. Assessed as the Organisation / Coherence criterion of the Writing rubric and the Fluency criterion of the Speaking rubric.

Sociolinguistic Competence	• establish basic social contact using simple everyday polite forms of greeting, farewell, introduction and thanks • distinguish simple formal and informal register in everyday situations	Mid-Module Exam / End-of-Course Exam	Not a separately weighted section. Assessed as the Register / Appropriacy criterion of the Speaking rubric in role-plays and interviews, and of the Writing rubric in formal vs. informal tasks.
Plurilingual and Pluricultural Competence	• recognise differing ways of numbering, measuring, stating dates and time • draw on their own language and culture to explain local practices to a visitor	In-class assessment (5%)	"The Cultural Guide" Task (Units 7-8): students create a Mini-Guide for a foreign visitor to Kahramanmaras, drawing on their native linguistic and cultural background (Assessed via analytic rubric).
Metacognition	• use basic self-assessment checklists to identify what they can already do • set simple learning goals for the next module	In-class assessment (5%)	Student Module Checklist: at the end of each module students complete an "I can..." self-assessment checklist and record two learning goals. Filed as evidence and scored within the In-class Assessment component.

A1 Measurement and Assessment - Learning Outcome Equivalency Table

Weeks	Assessment Implementation	Skill / Knowledge Area	Units	Learning Outcomes	Question / Task Types
Week 4	Mid-Module Exam (30%)	Oral Comprehension (30 points, 30%)	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	MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points) Part 1: Sequence Ordering - 5 items x 3 = 15. Part 2: Dialogues-to-Contexts Matching - 5 items x 3 = 15. Original Language Hub types also retained in the map: one-word completion, True/False, and short-answer/detail extraction.
	Mid-Module Exam (30%)	Reading Comprehension (30 points, 30%)	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	MID-MODULE QUESTION-TYPE DISTRIBUTION (30 points) Part 1: Matching across short texts - 5 items x 3 = 15. Part 2: True/False based on an information card - 5 items x 3 = 15. Original Language Hub types also retained in the map: profile-based short answers, heading matching, and notice matching.
	Mid-Module Exam (30%)	Written Production / Written Interaction (40 points, 40%)	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.	MID-MODULE TASK DISTRIBUTION (40 points) Task 1: Informal weekday-routine email, 70-90 words - 20 points. Task 2: Town and cafe/restaurant online post, 80-100 words - 20 points. Both tasks are compulsory and scored with the approved analytic rubric.

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 Reallocated Mid-Module Exam oral outcomes: • order a drink • ask about free-time activities and food • ask about rooms and give simple directions	"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. Added Interaction Stations: short food-and-drink and directions role-plays assessed with the speaking rubric.
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 • conduct simple social exchanges with friends by text message • write a simple personal profile to post to a social media site	Social Media Snippet

Week 8	Project (20%)	Oral/Written Production Mediation	Units 1-12 (cumulative, including reallocated Units 1-5 outcomes)	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 Reallocated Mid-Module Exam oral outcomes: • greet people and introduce themselves; make an informal introduction • give basic information about a favorite musician or band • describe everyday objects and family members • talk about daily routines	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. Project Oral Presentation: Students introduce themselves or another person, describe family, objects and routines, and respond to simple follow-up questions.

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 (cumulative, including reallocated Units 1-5 outcomes)	• 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 Reallocated Mid-Module Exam oral outcomes: • ask for and give a phone number • tell the time	Role-Play / Information Exchange: Goal-oriented interaction focusing on sharing past weekend events and making recommendations. Added Interview Prompts: exchanging a phone number and telling the time within the personal-information warm-up.

Revision note: Mid-Module Exam question-type distributions reflect the 23.10.2026 controlled form. The first Language Hub-based formats are retained as permitted evidence types for traceability and future parallel forms.