



**Republic of Türkiye**  
**Kahramanmaraş Sütçü İmam University**  
**School of Foreign Languages**  
**2026-2027 Academic Year A2 Module Assessment Map**



**COURSE OVERVIEW:** At the end of the A2 Module, students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance, communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

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

**MATERIALS:** Language Hub Coursebook (A2 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          |
| <b>Total</b>               | <b>100</b> |

**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.

**A2 Measurement and Assessment - Learning Outcome Equivalency Table**

| Weeks         | Assessment Implementation | Skill / Knowledge Area                    | Units            | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                        | Question / Task Types                                                                                                                                                                                                                                                        |
|---------------|---------------------------|-------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 4</b> | <b>Midterm (30%)</b>      | Oral Comprehension<br>(20 points,20 %)    | <b>Units 1-6</b> | <ul style="list-style-type: none"> <li>• listen to people meeting for the first time</li> <li>• listen to a conversation at an airport</li> <li>• listen to a radio interview about a typical day</li> <li>• listen to a conversation about someone's job</li> <li>• listen to a conversation about a house swap</li> <li>• listen to a conversation about TV</li> </ul> | <p>Sequence Ordering/Matching (Dialogues to Contexts)<br/>Students listen to dialogues and match them to given contexts.</p> <p>True-False / Detail Extraction:<br/>Students extract essential information from clear, straightforward spoken directives and interviews.</p> |
|               |                           | Reading Comprehension<br>(20 points,20 %) |                  | <ul style="list-style-type: none"> <li>• read text messages about a city</li> <li>• read an article about a famous family</li> <li>• read a blog post about a festival</li> <li>• read an interview about someone's job</li> <li>• read online comments about a neighborhood</li> <li>• read a city guide about events</li> </ul>                                        | <p>Matching / Notice Reading:<br/>Students locate and extract specific predictable information from text messages and articles.</p> <p>True/False:<br/>Reading for gist and general information in everyday materials and online comments.</p>                               |

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|  |  | Written Production / Written Interaction<br>(30 points, 30 %) |  | <ul style="list-style-type: none"> <li>• fill in a form with personal details</li> <li>• write a simple informal email to a friend</li> <li>• write a blog post about their typical day</li> <li>• write an email to ask for information</li> <li>• write a straightforward description of a place</li> <li>• write a simple review of an event</li> </ul> | <p>Form Filling &amp; Routine Correspondence:<br/>Producing simple texts linking sentences with basic connectors (and, because).</p> <p>Descriptive Personal Writing:<br/>Creating descriptions of places and events using basic concrete vocabulary (Assessed via analytic rubric).</p> |
|  |  | Oral Production/ Oral Interaction<br>( 30 points, 30 %)       |  | <ul style="list-style-type: none"> <li>• ask and answer questions about home countries</li> <li>• describe someone's appearance and personality</li> <li>• talk about daily routines</li> <li>• describe their ideal job</li> <li>• ask for and give simple directions</li> <li>• tell people about past events in their life</li> </ul>                   | <p>Personal Interview / Sustained Monologue:<br/>Engaging in simple dialogues to get to know others and share own life details.</p> <p>Role-Play / Information Exchange:<br/>Managing social exchanges and giving functional directions (from X to Y).</p>                               |
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| <b>Week 6-7</b>           | <b>Project<br/>(20%)</b>        | Written Production & Online Interaction (Multimodal)              | <b>Units 6, 7, 10</b> | <ul style="list-style-type: none"> <li>• write a brief account of a travel experience</li> <li>• write a simple restaurant review</li> <li>• write a brief post on a social media site</li> <li>• give a positive recommendation for a place</li> <li>• express agreement or disagreement in comments</li> </ul>                                                                                                                                                                                                                                                                                                                                | <b>"The Digital Travel &amp; Life Storyboard":</b><br>Task 1: My Journey Story (Narrative writing with past tenses)<br>Task 2: The Local Expert (Descriptive recommendations)<br>Task 3: Collaborative Peer Review (Online interaction on LMS)                                                                                                                                                                          |
| <b>Week 7</b>             | In-class Assessment (5%)        | Oral Interaction & Plurilingual Competence & <b>Metacognition</b> | <b>Units 7-9</b>      | <ul style="list-style-type: none"> <li>• give an account of a holiday</li> <li>• order a meal in a restaurant</li> <li>• handle straightforward transactions to buy clothes</li> <li>• apply basic cultural rituals (greetings, thanks) and recognise when their behaviour might convey an unintended message</li> <li>• understand short, clearly expressed messages by piecing together information from versions in different languages</li> <li>• identify specific "can-do" objectives to prioritise for the week</li> <li>• use a checklist or rubric to identify systematic mistakes in their own written and oral production</li> </ul> | <b>Role-Play (Public Transactions):</b><br>Handling the essential tasks of daily life (travel, eating, shopping) using situational language.<br><b>Self-Assessment Checklist + Error Log (Metacognition):</b><br>At the end of the module students complete the A2 self-assessment checklist, identify their systematic errors and upload both to the PERCULUS system. Scored within the In-class Assessment component. |
| <b>Ongoing<br/>(W1-8)</b> | Online Platform Activities (5%) | Online Interaction & Mediation                                    | <b>Units 1-12</b>     | <ul style="list-style-type: none"> <li>• engage in basic social communication online</li> <li>• read and post online comments about a neighbourhood</li> <li>• share the who, what and where of their daily life in a digital format</li> <li>• relay key facts (times, prices, details) from simple texts or clear announcements</li> <li>• simplify a short message to bridge the gap between a source and a listener</li> </ul>                                                                                                                                                                                                              | <b>PERCULUS System Tasks (Appx 1):</b> <ul style="list-style-type: none"> <li>• The 'Social Wall' (Sharing &amp; commenting)</li> <li>• Form-Filling Quests</li> <li>• Mediation Tasks (e.g., Weather Reporter, Travel Agent Relay)</li> </ul>                                                                                                                                                                          |

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|               |                                 |                                        |                   | <ul style="list-style-type: none"> <li>• describe simple visuals such as weather maps or basic charts and take basic notes</li> <li>• say what they liked or disliked about a story and describe its characters and themes</li> <li>• ask others in a group to contribute and give simple instructions to organise a task</li> </ul>                            |                                                                                                                                                                                                                                                                                                    |
|               |                                 |                                        |                   |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                    |
| <b>Week 8</b> | <b>End-of-Course Exam (40%)</b> | Oral Comprehension (20 points,20 %)    | <b>Units 7-12</b> | <ul style="list-style-type: none"> <li>• listen to a conversation about an unusual trip</li> <li>• listen to a conversation about a diet</li> <li>• listen to an announcement</li> <li>• listen to an interview about film locations</li> <li>• listen to a conversation about health tips</li> <li>• listen to a conversation about being organized</li> </ul> | <p>Gap Fill / True-False:<br/>Students listen to short recorded passages dealing with predictable everyday matters and announcements.</p> <p>Multiple Choice (Main Idea &amp; Detail):<br/>Identifying the main point and specific instructions from radio interviews and basic announcements.</p> |
|               |                                 | Reading Comprehension (20 points,20 %) |                   | <ul style="list-style-type: none"> <li>• read a quiz about transport</li> <li>• read an article about a famous journey</li> <li>• read an advert about a food business</li> <li>• read an article about extreme places</li> <li>• read an article about a TV show</li> <li>• read an article about life in the future</li> </ul>                                | <p>Multiple Choice / Scanning:<br/>Identifying specific information in brochures, quizzes, and short news articles.</p> <p>Short Answer / Detailed Reading:<br/>Understanding descriptive texts about places and future predictions using simple language.</p>                                     |

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|                                                                                                                                                                                                                                                                                                                                                         |  | Written Production / Written Interaction<br>(30 points, 30 %) |  | <ul style="list-style-type: none"><li>• write a simple product review</li><li>• write a post to make a recommendation</li><li>• write a formal email to make arrangements</li></ul>             | Guided Paragraph & Formal Correspondence:<br>Composing notes and formal emails relating to matters in areas of immediate need (Assessed via analytic rubric). |
|                                                                                                                                                                                                                                                                                                                                                         |  | Oral Production/ Oral Interaction<br>( 30 points, 30 %)       |  | <ul style="list-style-type: none"><li>• compare different places and exchange opinions</li><li>• explain a basic health problem</li><li>• ask and answer questions about future plans</li></ul> | Formal/Informal Discussion & Interview:<br>Exchanging opinions, comparing things, and communicating practical issues (e.g., health).                          |
| <b>Note:</b> Linguistic, Pragmatic, Sociolinguistic, Plurilingual/Pluricultural Competence and Metacognition are not separately weighted components. They are assessed as criteria of the Writing, Speaking and Project analytic rubrics and through the self-assessment instruments, as set out in Section 2, Table 6 (Competences and Metacognition). |  |                                                               |  |                                                                                                                                                                                                 |                                                                                                                                                               |