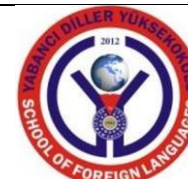




Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year B1 Module Assessment Map



COURSE OVERVIEW: At the end of the B1 level, students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., deal with most situations likely to arise while travelling in an area where the language is spoken, produce simple connected text on topics which are familiar or of personal interest, describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

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

MATERIALS: Language Hub Coursebook (B1 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.

B1 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	• understand the main points of podcasts (psychology) • understand recorded material on familiar subjects (generation, lost at sea) • generally follow main points of extended discussions • follow extended discussions on familiar topics • follow interviews (e.g. job interview) • understand the main points of recorded material on health subjects	Multiple Choice / Gap Fill: Students hear an extended conversation or interview and answer multiple-choice questions that require inferring a speaker's opinion or attitude, not only factual recall. Matching / True-False: Listening to interviews and radio shows/ actual broadcast or announcement (free time, jobs, health myths) to identify speakers' opinions and factual information.
		Reading Comprehension (20 points, 20 %)		• understand short written reviews on familiar subjects • read straightforward factual texts (magazine articles) • recognize significant points in articles on familiar subjects • understand most factual information in articles (social lives, jobs) • recognize significant points in straightforward articles (charity, fitness) • read articles about dietary subjects (vegetarianism)	Multiple Matching (Across Texts): Students match a set of statements or questions to the correct text among 3–4 short texts, gathering information across sources. Scanning / Multiple Choice: Reading for orientation and understanding the main argument in articles dealing with lifestyle, health, and work.

		Written Production / Written Interaction (30 points, 30 %)		• write a blog post giving basic information about themselves • write a formal email to make a complaint and suggest a remedy • write an email to tell a friend about an experience • make and respond to invitations by email • write a covering email in support of a job application • write an online product review	Personal & Formal Writing: Students write a personal blog post or an email to a friend describing an experience, and a formal complaint email suggesting a remedy (Assessed via analytic rubric). Formal Correspondence & Online Review: Students respond to invitations by email, write a covering email for a job application, and write an online product review (Assessed via analytic rubric).
		Oral Production/ Oral Interaction (30 points, 30 %)		• chat in simple language asking questions and understanding answers • describe someone's personality in simple terms • tell the story of a journey • take part in a discussion to plan free time activities • answer questions about qualifications in a job interview • describe common symptoms to a healthcare professional	Personal Interview / Sustained Monologue: Entering unprepared into conversations, exchanging personal information, and narrating a past journey. Role-Play & Decision Discussion: Students plan free-time activities in pairs, answer questions in a mock job interview, and describe symptoms to a healthcare professional in a service role-play.
Week 6-7	Project (20%)	Written Production & Oral Interaction (Multimodal)	Units 7, 8	• write a report giving the results of a survey	"The Global Heritage Report": Task 1: Written Survey Report (approx. 200 words on a cultural custom) Task 2: Oral Presentation (3-5 mins with visual aid) Task 3: Interaction Round (Answering peer questions)

Week 7	In-class Assessment (5%)	Oral Interaction & Metacognition	Units 7-9	• give a short presentation about a famous person's life • talk about favorite pieces of music and films • negotiate an agreement regarding the purchase or exchange of goods • monitor their own progress using checklists and rubrics and identify recurrent errors • set medium-term linguistic goals aligned with the module outcomes and plan the steps to reach them	Prepared Presentation: Students give a short presentation about a famous person's life. Music & Film Talk: Students talk about their favorite pieces of music and films. Negotiation Role-Play: Students negotiate an agreement regarding the purchase or exchange of goods. Self-Assessment Checklist + Error Log (Metacognition): At the end of the module students complete the B1 self-assessment checklist, log their recurrent written and oral errors and upload both to the PERCULUS system. Scored within the In-class Assessment component.
Ongoing (W1-8)	Online Platform Activities (5%)	Online Interaction & Mediation	Units 1-12	• post a comprehensible contribution to an online discussion on a familiar topic • engage in collaborative online transactions requiring clarification of details (registering for a course, tour or event) • interpret and describe overall trends shown in simple diagrams (graphs, bar charts) and take notes as a list of key points • make personal online postings about experiences, feelings and events and respond in detail to others' comments • relay specific information from straightforward informational texts and summarise the main points of clear, well-structured texts • invite others in a group to contribute their views and give clear instructions to organise an activity	PERCULUS System Tasks (Appx 1): • The 'Discussion Forum' (Posting & replying) • Event Planning Collaborative Task • Trends in Charts & Lecture Notetaking

Week 8	End-of-Course Exam (40%)	Oral Comprehension (20 points, 20 %)	Units 7-12	• understand important details of recorded narrative material • understand recorded material on cultural subjects (music, films) • follow in outline straightforward short talks (lecture on philanthropists) • understand recorded material on technological subjects (devices) • understand recorded material on geographical subjects • follow main points of extended discussion (advertising)	Detail Extraction / Note-taking: Students listen to podcasts and lectures to take basic notes and understand specific arguments and details. Multiple Choice (Main Idea & Detail): Identifying the main point and specific viewpoints from radio shows and group discussions.
		Reading Comprehension (20 points, 20 %)		• recognize significant points in online texts on current interest • understand factual information in articles on cultural subjects (art) • understand articles on social and economic subjects (money, bartering) • recognize significant points in articles on technology and current interest • read straightforward articles about people whose work is of personal interest • understand factual information in media subjects (news, TV)	Short Answer / Matching: Identifying main conclusions and significant points in texts concerning culture, psychology, and economics. Multiple Choice / Detailed Reading: Scanning longer texts (technology blogs, news reports, TV articles) to recognize the line of argument and specific facts.
		Written Production / Written Interaction (30 points, 30 %)		• write a simple online review of a film • write a description of a product for an online advertisement • write an online post giving recommendations for products • write an online post giving advice and suggestions • write a story	Review & Product Description: Students write an online film review and a product description for an online advertisement. Advisory & Creative Writing: Students write online posts giving product recommendations and advice, and a short story (Assessed via analytic rubric).
		Oral Production/ Oral Interaction (30 points, 30 %)		• describe and compare personal possessions (technology) • take part in a discussion aimed at evaluating problems • argue a case in a debate on a familiar topic	Formal/Informal Discussion & Debate: Comparing items, explaining practical problems, and arguing a case in a debate while expressing agreement/disagreement politely.
Note: 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).					

