ANKARA MEDIPOL UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

TEACHER MANUAL

PREPARATORY PROGRAM • 2026–27

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Welcome

Welcome to the English Preparatory Program at Ankara Medipol University. This manual has been prepared to give you everything you need to teach effectively and to guide our students through the 2026–2027 academic year. It brings together our rules and procedures, the structure of the programme, the materials we use, and the assessment criteria and rubrics that we apply.

Our university offers a wide range of departments, including gastronomy, nursing, medicine, dentistry, psychology and engineering. The aim of the School of Foreign Languages is to prepare students for their departmental studies by giving them a strong foundation in English.

Our Educational Approach

At the School of Foreign Languages, we take a student-centred approach that recognises the individuality of each learner. We place great emphasis on cultivating critical thinking, problem-solving skills, and a deep understanding of the subject matter. We encourage active engagement and collaborative learning so that our students become independent learners.

What is new for 2026–2027

The programme now runs two levels: Starter and Elementary.

Graded tasks per track: 2 Writing Portfolios, 2 Speaking Performance Assessments (SPA), and 2 Pop Quizzes of which only 1 is taken.

All rubrics have been rewritten as detailed, band-descriptor rubrics for greater standardization (Appendix A).

A SoFL AI-Use Guideline for instructors has been introduced (Section 3.5).

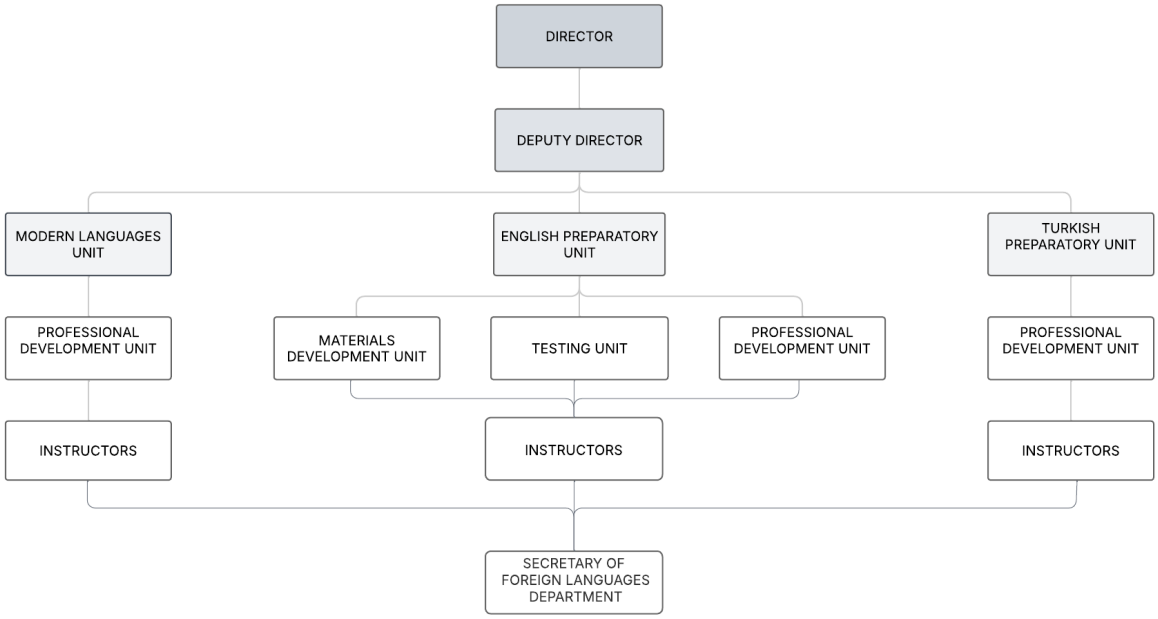
1. School Personnel and Organizational Structure

1.1. Key Personnel and Roles

ROLE	RESPONSIBILITY
Director	Holds decision-making authority for the programme and oversees the overall functioning of the department, providing guidance to the teaching staff.
Vice Director	Responsible for administration and coordination, ensuring smooth operations and effective coordination between units.
English Preparatory Unit	Runs the English preparatory programme, coordinating curriculum, placement, shifts and the work of its Materials Development, Testing and Professional Development sub-units.
Materials Development Unit	Designs and revises course materials, supplementary resources and syllabi in line with the programme's level descriptors and learning outcomes.

ROLE	RESPONSIBILITY
Testing Unit	Prepares, administers and analyses placement, proficiency and achievement exams, and maintains assessment validity, reliability and standardisation.
Professional Development Unit	Plans and delivers in-service training, peer observation and mentoring for instructors within its respective unit, supporting continuous improvement of teaching practice.
Instructors	Deliver lessons and assess student performance, providing constructive feedback. They prepare their own supplementary materials for classroom use and take part in exam invigilation and grading. Their views on materials, assessment and programme matters are raised in unit meetings, where proposed revisions may be adopted by the relevant unit.
Secretary of the Foreign Languages Department	Handles administrative correspondence, student and staff records, scheduling support and document flow for the whole School.

1.2. Organisational Chart



2. Instructor Rules and Professional Expectations

As instructors, you play a vital role in shaping our learning environment. This section sets out the essential rules that ensure a respectful, collaborative and productive atmosphere. Your adherence to these guidelines sets the tone for the institution and empowers students to excel.

2.1. Punctuality and Deadline Adherence

All staff at SoFL are expected to uphold the highest standards of punctuality and to meet established deadlines. In cases of lateness or missed deadlines, the following procedure applies:

First time	Verbal reminder for lateness or missed deadlines.
Second time	Formal written notice.
Third time	Written explanation required from the instructor.
Fourth time	Contract termination.

2.2. Arrival Time

All instructors must be at school no later than 15 minutes before the start of their scheduled lessons.

2.3. Lesson Coverage in Case of Instructor Absence

If an instructor is unable to attend a scheduled lesson, or is not present by the designated lesson hour, a substitute teacher will be assigned to conduct the lesson. Instructors must inform their coordinator as early as possible so that cover can be arranged.

2.4. Medical Absence

If an instructor goes to hospital and is unable to fulfil their academic duties, they must obtain an official medical document from the hospital confirming their visit. This document is essential for recording the absence and must be submitted to the administrative office.

2.5. Master's Degree Schedule Verification

Where an instructor has a concurrent schedule for Master's degree studies, the instructor must obtain an official document from the university confirming their scheduled lesson during the specified hour. We try to align schedules accordingly, but this does not guarantee that a permit will be granted.

2.6. Exam Periods

During scheduled examination periods at SoFL, instructors are expected to arrange their personal commitments and academic pursuits in line with the official examination schedule.

2.7. Weekly Meetings

Attendance at all scheduled weekly meetings is mandatory. In an emergency that prevents attendance, instructors should notify their coordinator as soon as possible.

2.8. Work Completed Chart (WCC)

Instructors are required to complete the Work Completed Chart **after each lesson**. The chart should document the content covered, the assignments given, and any important notes. This ensures

continuity in case of partner teaching or emergency substitution and allows for a smooth transition between shifts.

2.9. TA Chart

Instructors download the Excel TA chart from OneDrive and record student grades there. When requested, instructors must promptly transfer their grades to the online file as directed. Timely, accurate grade reporting is essential, so a second check and random cross-checks are expected before submission.

2.10. Feedback and Conferencing for Writing Tasks

Instructors must provide feedback on the first draft of a writing task within three days. Timely feedback is essential to student progress. After the second draft, instructors hold a conferencing session to address common mistakes. The full writing process is described in Section 7.2.

2.11. Documentation of Writing Tasks

Instructors must photograph each student's first draft after providing feedback and upload the photos to the assigned OneDrive folder. Final drafts must be uploaded to the same folder so that a complete record of student progress is maintained. This supports transparency and ongoing assessment.

2.12. Language of Instruction

Instructors are expected to conduct classes primarily in English in order to create an immersive learning environment. Where genuinely necessary, one or two sentences in Turkish may be used to clarify a specific point, but English should remain the working language of the classroom.

2.13. Daily Attendance

Instructors must take attendance every day without fail. Accurate daily records are essential for monitoring participation and for addressing attendance problems promptly. See Section 5 for the absenteeism limit and reporting procedure.

2.14. Adherence to Pacing

Instructors must follow the pacing guide so that all classes remain synchronised. See Section 6.4 for detailed guidance on working with the pacing and with your partner teacher.

2.15. Writing and Speaking Topics

Instructors assign the designated writing and speaking topics and must not change them. If a change is genuinely necessary, the coordinators must be informed for approval and further guidance. Consistency in topic assignment maintains curriculum alignment and fairness in assessment.

2.16. Sensitive Topics in Lessons

Instructors should avoid political, religious and gender-sensitive issues in classroom discussion and in supplementary materials. These topics can be divisive and are outside the aims of the programme.

2.17. Daily E-mail Check

Instructors must check their institutional e-mail every day so that student enquiries, administrative messages and other notifications receive a timely response. Professional tone and register are expected in all written communication with students and colleagues.

2.18. Dress Code

Smart casual dress is preferred at school.

2.19. Key Resources

Teacher Manual	The complete reference for instructors: policies, pacing, assessment procedures and administrative workflows for the 2026–2027 academic year.
Student Manual	Distributed to every student at orientation. Covers course structure, attendance policy, task calendar and academic integrity expectations.
OneDrive	TA charts, WOC charts, absenteeism files, task files, rubrics, listening tracks and archived student work.
Microsoft Teams	Class communication, task dates, Writing Pack distribution, Vispeech submissions and individual absenteeism reporting.

3. Academic Integrity and the Use of AI

Academic integrity is a fundamental principle of the English Preparatory Program. Students are expected to produce original work that reflects their own knowledge, skills and effort. Any attempt to gain an unfair academic advantage — including plagiarism and the unauthorised use of Artificial Intelligence (AI) tools — is a violation of academic integrity.

3.1. Plagiarism

- Plagiarism means using someone else's ideas, sentences or written work without proper acknowledgement. Copying from the internet, from a classmate, or from an AI tool and presenting it as one's own is plagiarism.
- Using AI systems (for example ChatGPT, QuillBot or Grammarly Premium) to produce, paraphrase or translate written work and submitting it as one's own is classified as plagiarism.
- Relying on AI to complete speaking, writing or other tasks assigned for individual evaluation is a form of cheating.

3.2. Cheating

- Cheating means attempting to gain an unfair advantage in any exam, quiz or assignment: copying from others, using unauthorised materials, receiving outside help, or attempting to mislead the instructor.
- Any student caught cheating receives zero (0) for the exam or assignment in question.
- The case is reported to the School of Foreign Languages Administration and may lead to a disciplinary investigation under university regulations.

3.3. Turnitin

All written work (paragraphs, essays, reports and similar) is checked through Turnitin, which evaluates both similarity to external sources and the likelihood of AI-generated content. A high similarity or AI score may indicate academic dishonesty and is referred for further review by the instructor and the administration.

3.4. Consequences of Violations

- Work identified as plagiarised or AI-generated automatically receives zero (0) points.
- The case is reported to the School of Foreign Languages Administration and may initiate a disciplinary investigation.
- Possible disciplinary outcomes include a written warning, suspension from classes, or expulsion from the preparatory programme or the university in severe or repeated cases.

Student use of AI — the short version

Acceptable: practice, self-study and idea generation outside graded work — for example brainstorming vocabulary or checking grammar for personal improvement.

> Not acceptable: copying AI-generated sentences, paragraphs or essays into graded assignments or exams. Never for graded work.
>
> Make sure your students know exactly where the line sits in your class. Leaving them uncertain is itself a problem.

3.5. SoFL AI-Use Guideline for Instructors

The following guideline governs instructors' own use of AI in teaching and assessment. The full guideline is available on OneDrive.

DO	DO NOT
Use AI to support your professional judgement.	Allow AI to replace your professional judgement.
Provide the official rubric when you use AI.	Ask AI to grade without clear criteria.
Anonymise student work before using any AI tool.	Upload identifiable student information.
Check AI feedback carefully before sharing it.	Copy and send AI feedback without reviewing it.
Check outputs for bias and inaccuracies.	Assume AI assessment is objective.
Use AI cautiously, and only for formative assessment.	Let AI independently assign high-stakes grades.
Review any AI-generated test items before use.	Administer AI-generated items directly.
Keep human moderation procedures in place.	Replace moderation with AI.
Clearly define permitted student AI use.	Leave students uncertain about acceptable AI use.
Follow institutional data policies at all times.	Upload student work indiscriminately to public AI tools.

4. Programme Structure

4.1. Levels

The programme runs at two entry levels. Both follow the same four-track structure across the year.

LEVEL	ROUTE THROUGH THE YEAR
Starter	Begins at Track 1 (Starter and Elementary combined) before progressing through the full four-track sequence. Starters carry a heavier weekly load: 5 lessons a day, 6 days a week.
Elementary	Begins at Elementary level and follows the same four-track pacing structure across the year, Monday to Friday.

4.2. Tracks and Dates

The academic year is divided into four tracks.

TRACK	LENGTH	DATES
Track 1	8 weeks	14 September – 4 November
Track 2	7 weeks	9 November – 25 December
Track 3	9 weeks	25 January – 26 March
Track 4	10 weeks	5 April – 9 June

4.3. Shifts

Lessons are held in two shifts: Morning and Afternoon. Students who are in the Morning shift in one track move to the Afternoon shift in the next, and vice versa. Class lists are published on the SoFL website before each track begins.

4.4. Weekly Schedule — Elementary

Monday to Thursday

LESSONS	MORNING	AFTERNOON
1 & 2	09:00 – 10:20	13:15 – 14:35
3	10:35 – 11:20	14:50 – 15:35
4 & 5	11:35 – 12:55	15:50 – 17:10

Friday

LESSONS	MORNING	AFTERNOON
1 & 2	09:00 – 10:20	13:15 – 14:35
3 & 4	10:35 – 11:55	14:50 – 16:10

4.5. Weekly Schedule — Starters

Monday to Friday

LESSONS	MORNING	AFTERNOON
1 & 2	09:00 – 10:20	13:15 – 14:35
3	10:35 – 11:20	14:50 – 15:35
4 & 5	11:35 – 12:55	15:50 – 17:10

Saturday

LESSONS	MORNING
1 & 2	09:00 – 10:20
3	10:35 – 11:20
4 & 5	11:35 – 12:55

4.6. Academic Calendar

Please refer to it for all term dates, holidays and key deadlines. It is also published on the SoFL website:

https://ydyo.ankaramedipol.edu.tr/akademik-birimler/ingilizce-hazirlik-programi/akademik-takvim/

5. Attendance and Absenteeism

The 20% rule

Students may miss up to 20% of lessons. Exceeding this limit results in automatic failure of the programme.

5.1. Instructor Responsibilities

- Take attendance every day, in every lesson, without exception.
- Students should track total absence hours themselves.

- Keep the absenteeism file on OneDrive up to date on a weekly basis.
- At the end of each track, share each student's absenteeism with them individually on Teams.
- **Never display one student's absenteeism, grades or other private data to anyone else. Report individually, never as a class list.**

5.2. Rules That Apply to Students

- Attendance matters because speaking and writing tasks take place during lesson hours and performance is evaluated in every lesson. Missing class lowers the performance grade.
- Health reports are not accepted as valid excuses for absenteeism.
- Lateness counts as absenteeism. Students are expected to arrive on time.

5.3. Classroom Rules for Students

- Show respect to instructors and classmates; listen without interrupting.
- Use English as much as possible inside and outside the classroom.
- Take an active part in all activities, discussions and group work.
- Bring coursebooks, notebooks and other required materials to every lesson.
- Keep mobile phones and other electronic devices switched off or silent; they may be used only with the instructor's permission and for learning purposes.
- Avoid disruptive behaviour such as chatting in Turkish, eating during class, or disturbing peers.
- Keep the classroom clean. Food and drinks other than water are not allowed in classrooms.

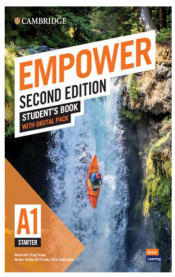
6. Curriculum, Materials and Pacing

6.1. Curriculum Overview

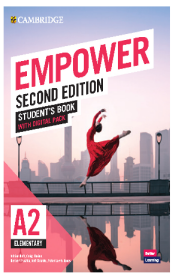
The curriculum covers the four language skills alongside grammar and vocabulary and is aligned with the needs of students' future departments. Listening develops comprehension, note-taking and inference through authentic recordings, dialogues and lectures. Speaking develops fluency, pronunciation, vocabulary and accuracy through role-plays, discussions, presentations and debates. Reading develops skimming, scanning and analysis across articles, essays, short stories and academic texts. Writing develops organisation, appropriate vocabulary and grammatical control through paragraph and essay work. Together these form the foundation of effective academic communication.

6.2. Coursebooks

LEVEL	COURSEBOOKS
Starter	Empower Starter (A1), Empower Elementary (A2), Empower Pre-Intermediate (B1), Empower Intermediate (B1+), Academic Skills Pack
Elementary	Empower Elementary (A2), Empower Pre-Intermediate (B1), Empower Intermediate (B1+), Academic Skills Pack

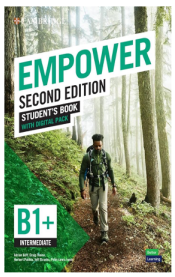


Empower
Starter (A1)



Empower
Elementary (A2)

Empower
Pre-Intermediate (B1)

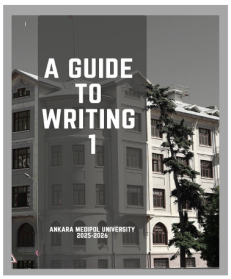


Empower
Intermediate (B1+)

Academic
Skills Pack

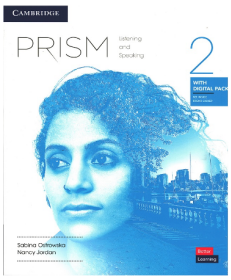
6.3. Skills Books and Packs

MATERIAL	USE
A Guide to Writing (Tubanur P. Bölükbaş)	Core writing reference used alongside the Writing Packs.
Prism Reading 2	Academic reading skills.
Prism Listening & Speaking 2	Academic listening and speaking skills.
Prism Listening & Speaking 3	Academic listening and speaking skills, upper tracks.



A Guide to Writing
by Tubanur P. Bölükbaş

Prism Reading 2



Prism Listening
& Speaking 2

Prism Listening
& Speaking 3

All coursebooks belong to Cambridge University Press & Assessment.

Materials by Track

	TRACK 1	TRACK 2	TRACK 3	TRACK 4
Coursebook	Empower Starter / Empower Elementary	Empower Pre-Intermediate	Empower Intermediate	Empower Intermediate
Reading	—	—	Prism Reading 2	Prism Reading 2
Listening & Speaking	—	—	Prism L&S 2	Prism L&S 3
Writing	Writing Pack (Sentence& E-mail)	Writing Pack (Paragraph)	Writing Pack (Essay)	Writing Pack (Essay)

Extra Resources

The following supplementary resources are available on OneDrive: Empower resources, Prism resources, Vocabulary Packs, and the Grammar Revision Pack.

6.4. Working with the Pacing

Separate pacing documents are issued for the Starter and Elementary levels. They set out, week by week, the units to be covered, the skills work, and the dates on which tasks are assigned and collected.

1. Check the pacing weekly and daily.
2. Mark the parts you have covered in the Work Completed Chart (WOC) after every lesson.
3. Communicate with your partner teacher as you move through the pacing.
4. Do not change classes without informing the administration.
5. Do not rush and do not fall behind.
6. Avoid moving too far ahead of schedule — your partner may have nothing left to teach that week. Follow the pacing closely.

7. Tasks

7.1. Task Types per Track

GRADED TASKS	UNGRADED TASKS
Writing Portfolios (×2)	Ungraded Writing (×2, mostly)
Speaking Performance Assessment – SPA (×2)	Vispeech (×2, mostly)
Pop Quiz (×2 set, only 1 is taken)	—

7.2. Graded Task — Writing Portfolios

Administration

- Printed draft papers are provided a day before, or on, the task day. Keep them secure until the task hour.
- Task hours — especially for first drafts — are set by the administration and cannot be changed.
- Different topics are given for each shift.
- Students will be notified about the dates verbally and on Teams.
- Both drafts are written in class. Task sheets are provided; no other paper may be used.

In-Class Conditions (1st and 2nd Drafts)

- No phones or digital dictionaries are allowed.
- Students may look up a maximum of 2 words.
- Students may use either the class computer or a hard-copy dictionary, but only under the instructor's supervision.

The Drafting System

STEP	STAGE	WHERE	TURNAROUND
1	1st Draft	In class	Feedback within 3 days max.
2	2nd Draft	In class	Marked within 3 days max.
3	Conferencing	In class	Give your final thoughts

The Full Writing Process

#	STAGE	WHAT HAPPENS
1	Task preparation and outline	Students receive the prompt, brainstorm ideas and create an outline. The outline acts as a roadmap for organising their thinking.
2	Teacher review and feedback on outlines	The instructor checks content, organisation and clarity, guiding students to refine their ideas before drafting.
3	First draft writing	Students write the first version in class under the conditions above.
4	Written feedback on first drafts	The instructor gives written feedback on content, organisation, grammar, vocabulary and mechanics, using the error correction codes in Appendix B.
5	Archiving the drafts	The instructor photographs each first draft after feedback and uploads it to the assigned OneDrive folder.
6	Second (final) draft writing	Students revise and edit in class, addressing the feedback received.
7	Evaluation using the rubric	The instructor collects the final drafts and grades them using the relevant rubric from Appendix A.
8	Conferencing and in-class feedback	The instructor addresses common errors with the whole class, and holds short individual conferences where needed.

Conferencing

Whole-class conferencing	After collecting the writing tasks, the instructor reviews them and identifies common mistakes — for example missing topic sentences, wrong verb tense, or misuse of linkers — and addresses these with the whole class.
Individual conferencing	Where a student has persistent or unusual issues, a short one-to-one conference is held.

7.3. Graded Task — Speaking Performance Assessment (SPA)

- The task file is uploaded one week before the SPA. Under no circumstances should the folder link be shared.
- A task meeting is held a week beforehand to clarify the instructions.
- Each task is carried out at a predetermined time, typically covering three lesson hours.
- Each task is unique. Read the instructions carefully so that you can administer the process smoothly.

Submission and Grading

- Students record their own speech and submit it to the instructor.
- The instructor uploads all recordings to the school's official Drive folder.
- This protects grading fairness and transparency: if a student appeals their grade, the original recording can be re-evaluated.

Rubrics

Rubrics are tailored to the requirements of each specific task, and detailed descriptors are provided for every scoring criterion. All rubrics are collected in Appendix A of this manual and are also available on OneDrive.

7.4. Graded Task — Pop Quiz

Two pop quizzes are administered in each track. Pop quiz is worth 10% of the track average. Quiz dates are not announced to students in advance, and quiz papers are distributed by the administration. Although both quizzes are administered, only the higher score is recorded on the TA chart.

7.5. Ungraded Tasks — Writing and Vispeech

- Students are not graded on these tasks; they receive feedback only, and the feedback need not be detailed.
- Check task completion (done / not done).
- Aim to give students a sense of control over their own progress.
- You may let ungraded tasks feed into the Teacher Assessment points. The exact procedure is up to you.

Vispeech (Video Speech) — Procedure

- The pacing shows when to assign each task and when it is due.
- Share the task file on Teams.
- Students record a video for the intended length and upload it to Teams.
- Do not share file links — download the file first, then upload it to Teams.
- Give content feedback. It does not need to be detailed.

8. Assessment

8.1. Teacher Responsibilities in Assessment

Writing tasks	Feedback within 3 days, followed by conferencing.
Speaking tasks	Apply the rubric consistently and give feedback.
Grading and exams	Accurate grading and correct exam procedure.
Record-keeping	Keep OneDrive uploads and the TA chart current.

8.2. How a Track Average is Calculated

Each track average is made up of three components. This structure is identical in all four tracks.

COMPONENT	WEIGHT	WHAT IT COVERS
Online Assignments	20%	Rootangle, Vispeech, Cambridge One and Teacher Assessment
Process-Based Evaluation	40%	Pop Quiz, Writing Portfolio and Speaking Performance Assessment
Track Assessment Test (TAT)	40%	Main paper, writing exam and speaking exam

8.3. Online Assignments — 20%

COMPONENT	WEIGHT IN ONE TRACK
Rootangle (reading platform)	5%
Vispeech	5%
Cambridge One assignments	5%
Teacher Assessment	5%

8.3.1. Rootangle (Reading Platform)

- Students complete online reading assignments on Rootangle.
- The assignments develop reading skills, vocabulary and comprehension: students read texts, answer questions and sometimes complete follow-up tasks.
- Students work at their own pace while the platform tracks progress.

  https://medipol.rootangle.com

8.3.2. Vispeech

- Vispeech dates and deadlines are shown in the pacing.
- Students complete speaking assignments by recording short videos.
- After recording, students upload their videos using the tool the instructor chooses — for example Microsoft Teams or OneDrive.
- Instructors watch the videos and give feedback on fluency, pronunciation and communication.

8.3.3. Cambridge One

Cambridge One is Cambridge University Press & Assessment's digital learning platform. It provides interactive resources and practice activities linked to the coursebook: students can access materials anytime, review grammar, vocabulary, reading, listening and writing, track their progress through scores and completion reports, and receive instant feedback from automatically graded tasks.

https://www.cambridgeone.org/login

8.3.4. Teacher Assessment

- Based on in-class participation.
- **Tracked at Week 4 and Week 8** by both shift teachers, then averaged.
- **If a student is a REPEAT student, write 'R' in the TA chart.**

In-Class Participation Criteria

In-Class Participation Criteria	
(100)	The student • attends nearly every class. • participates in classes voluntarily. • initiates maintain and expand speaking activities. • only communicates in English during classes. • participates in-class speaking and writing activities.
(70)	The student • responds when the instructor asks a question. • answers and communicates when other students ask questions. • occasionally asks questions about the course content and activities without disturbing the flow of the course.
(30)	The student • gives short answers only when s/he is asked a question by the teacher or classmates. • does not participate much in class activities or plays with his phone. • hinders the class and other pupils from learning by frequently using Turkish or distracting others.
(0)	The student • almost never attends the classes. • gives short and limited answers only even when s/he is asked directly. • hesitates to communicate in English and prefers not to speak at all.
100 meets the expectation	
70 participates but s/he is expected to do better	
30 participates less than expected	

8.4. Process-Based Evaluation — 40%

COMPONENT	SHARE OF TRACK	TASKS PER TRACK
Pop Quiz	10%	2 prepared, 1 taken
Writing Portfolio	15%	2 writing tasks
Speaking Performance Assessment	15%	2 SPA tasks

Before each task

Read the task instructions in full — every task is different.

Check which rubric applies and have it open while you grade (Appendix A).

Confirm the task hour with the administration; task hours are not negotiable.

Make sure the task file and the folder link stay confidential.

8.5. Track Assessment Test - (TAT) — 40%

	PART	WEIGHT	NOTES
TAT 1 & TAT 2	Main paper	60%	Multiple-choice: listening, reading, use of English, vocabulary
	Writing	20%	Written in the same session as the main paper
	Speaking	20%	Separate session, assessed by a jury of two interlocutors

	PART	WEIGHT	NOTES
TAT 3 & TAT 4	Main paper	40%	Multiple-choice: listening, reading, use of English, vocabulary
	Writing	30%	Written in the same session as the main paper
	Speaking	30%	Separate session, assessed by a jury of two interlocutors

8.5.1. Main Paper

The main paper is divided into four sections. Tracks 1 and 2 contain 60 multiple-choice questions in total; Tracks 3 and 4 contain 80.

SECTION	DESCRIPTION
Listening	Two listening tasks. Students listen to recordings such as conversations or lectures and answer comprehension questions. In Track 3 and 4, there is also a part called note-taking listening.

SECTION	DESCRIPTION
Reading	Three passages with questions on main ideas, supporting details, vocabulary in context and inference.
Use of English	Grammar and sentence structure: students select the most appropriate form to complete each item.
Vocabulary	Understanding and accurate use of English vocabulary.

8.5.2. Writing Exam

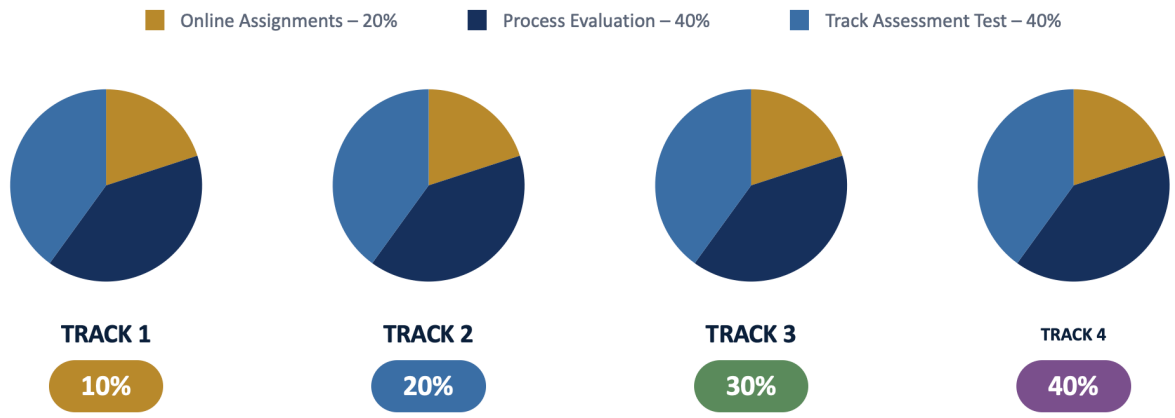
Students are given two or three prompts and choose one. They are expected to follow the conventions of the genre being tested (paragraph or essay) and are assessed against the relevant rubric in Appendix A.

8.5.3. Speaking Exam

Students introduce themselves briefly. The interlocutor then asks a question or shows a picture related to the topic. Students have one minute to prepare and are expected to speak for the time specified in the rubric. Follow-up questions may be asked to explore the student's ideas further. Assessment uses the Speaking Rubric for Exams in Appendix A, including its speaking-time criteria.

8.6. Contribution of Each Track to the Final Average

Each track contributes proportionally more as the year progresses. Within every track the split is always 20% Online Assignments, 40% Process-Based Evaluation and 40% Track Assessment Test.



8.7. Exemption and Proficiency Exams

Exemption Exam

After the second track, students who have accumulated enough points across the first two tracks may take the Exemption Exam. A score of 70 or higher allows a student to complete the preparatory programme without finishing all four tracks.

Proficiency Exam

The Proficiency Exam is held in September, before the new academic year begins. It is open to newly registered students and to students who did not pass in the previous year. A score of 70 or higher exempts the student from the preparatory programme.

The exam has three components: a multiple-choice paper, a writing exam and a speaking exam, and lasts approximately two hours for the first session.

SECTION	DESCRIPTION
Listening	One note-taking listening and two while-listening tasks; around 20 questions.
Reading	Three or four passages; around 20 questions.
Use of English	Around 20 questions on grammar, vocabulary and sentence structure.
Vocabulary	Around 20 questions.
Writing	Students write an essay on a given topic, following standard essay structure.
Speaking	Students are given two questions and choose one. One minute to prepare with note paper; two minutes to speak. Follow-up questions may be asked.

A sample exam is published at: https://ydyo.ankaramedipol.edu.tr/akademik-birimler/ingilizce-hazirlik-programi/ingilizce-muafiyet-sinav-ornegi/

9. Exam Administration and Grading

9.1. For Invigilators — Before the Exam

- Collect the exam packs at the designated time and place.
- Be in your classroom at the stated time and arrange the seating. Check that the sound system and internet connection work.
- Make sure students have nothing on their desks except pencils and erasers. Exchanging erasers or pencils during the exam is not allowed.
- Tell students to switch off mobile phones and smart watches and collect them. Warn students that a second phone found on them means their paper is not marked and they receive zero.
- Have students sign the signature list.
- Check that all parts of the optic form and main paper are filled in precisely — the optic reader will not read them otherwise:
  - Student numbers begin with '00' (e.g. 00……). Letters (G, A, etc.) are not coded — leave one digit blank.
  - Full name and classroom name are written in full.
  - Exam Code (Sınav Kodu) is left blank.
  - The student signs the form.
  - No ballpoint pens.
- Distribute the answer sheets. Wait until everyone has their paper and has completed the required parts. Remind students to fill in the booklet codes.
- Hand out the note-taking sheets first.
- There are two listening audio files: one for NOTE-TAKING (1 track) and one for WHILE LISTENING (2 tracks). Both play twice automatically, and the pauses for reading questions are already embedded. Instructors only time the answering of note-taking questions, after the audio has played twice.
- Tell students that all listening audio plays twice automatically, then play the audio.
- Students listen to the first audio twice and take notes.
- Hand out the multiple-choice papers and the writing questions.
- Allow the stated number of minutes for answering the note-taking questions (instructors time this).
- Continue with the WHILE LISTENING audio. Students have one minute to read the questions; this pause is in the file.
- After each play, open the doors in case there are latecomers. Hall monitors must make latecomers wait while listening is in progress.
- Students may not leave during the listening part. Latecomers are only admitted between plays.
- After the listening part, check the door one last time; after that, accept no latecomers.

- Audio tracks are on OneDrive and are also e-mailed to you on the exam day.
- Students leaving the room must leave all exam documents behind.

9.2. For Invigilators — During the Exam

- Do not let students talk. They may not ask each other or the proctor about vocabulary or content.
- Cheating: if you see a student looking at another's paper, warn them first and then change their seat. Note it on the signature list. If it continues, the exam is cancelled and the proctor writes an incident report to the administration.
- Students may not use the restroom.
- If a proctor has or sees a problem, they should first inform the coordinator in their building (see the Proctor's List).
- Walk around and check that students have coded their student numbers correctly.

> **Absolute rule**
>
> Instructors must NOT allow students to take photographs of the exam paper under any circumstances.

9.3. For Invigilators — After the Exam

- Collect all documents. After counting, put the answer sheets and the writing papers into separate sheet protectors.
- Write the total number of students present on the signature list and on the writing pack. Sign the signature list as a proctor.
- Signature lists go on the front page of the answer sheets. Do not put empty answer sheets or booklets into sheet protectors.
- Mark absent students as ABSENT on the class lists.
- Count the answer sheets and papers and compare the number with the class list.
- Fill in the exam file as shown in the sample.
- Do not discuss anything about the exam with students.
- Return the packs to the place where you collected them.

The exam pack must be returned in the following order (from bottom to top):

- Unused papers
- Used note-taking sheets
- Used main papers
- Used writing papers (in a paper shield)
- Used answer sheets (in a paper shield), all facing the same direction, with the signature list on top including proctors' signatures and the total number of students present.

9.4. Rules for Students

Before the exam	Arrive at least 10 minutes before the start time. Show ID to the invigilator and sign the attendance sheet. Complete the answer sheet. Switch off mobile phones and hand them to the invigilator.
During the exam	Cheating is strictly prohibited; any student caught cheating may receive zero. Ballpoint pens must not be used.
After the exam	Wait for the invigilator's confirmation before leaving the classroom.

9.5. Grading Process

Multiple-Choice Paper

All exams except writing and speaking are marked by optical mark reader. Invigilators collect the packs and submit them to the Program Coordinator. Answer sheets must be handled carefully and must not be folded.

Writing Exam

Writing exams are graded by two instructors who do not teach the students whose papers they are marking, so that no instructor grades their own students. Each instructor assesses the paper against the exam rubric, and the final grade is the average of the two scores.

If the two grades differ by 15 points or more, the paper is re-evaluated. If the discrepancy persists, a third instructor evaluates the paper and the final grade is determined on the basis of all three evaluations.

Speaking Exam

Speaking exams are assessed by two interlocutors sitting as a jury. Each grades the student blind against the exam rubric, and the final grade is the average of the two scores.

9.6. Announcement of Grades

Results are announced on MEBİS. Students should check their MEBİS account to see their grades.

9.7. Appeals

If a student believes there is an issue with their exam result, they should first inform their instructor, and then complete the appeal form on the SoFL website to request a re-check.

https://ydyo.ankaramedipol.edu.tr/hakkinda/belgeler-ve-dilekceler/

The coordinators review the appeal for the relevant exam or section and make any necessary changes. The result is then communicated to the student and the instructor by e-mail. The academic calendar sets the deadlines for submitting appeals.

For speaking tasks and SPAs, the archived recording is the basis for any re-evaluation. This is why uploading every recording to the official Drive folder is mandatory.

Appendix A — Rubrics (can be updated for each task)

These are the standardised rubrics for 2026–2027. Every rubric is scored out of 80 unless stated otherwise. The five columns run from full agreement with the descriptor on the left to no agreement on the right; the two middle columns of each pair represent the upper and lower halves of that band. Use the detailed descriptor rubrics (A.1 and A.11) as the reference point when you are unsure which band a piece of work falls into — the shorter grids apply the same standard.

Rules that apply across all rubrics

Off-topic: the student is scored from the Use of English criteria only, at the band stated in each rubric's notes.

Word count: writing 10% fewer or 20% more words than required means all criteria are scored from the Partial Agreement columns.

No first draft submitted: all criteria are scored from the Partial Agreement columns.

Speaking time below the required length moves the whole assessment one column to the right, as set out in each speaking rubric.

A. WRITING RUBRICS

A.1. Essay Rubric — Detailed Descriptors

Use this version for standardisation, moderation and training. The score grid in A.2 is the same rubric in short form.

		CRITERION	Full Agreement		Partial Agreement		No Agreement
			4	3	2	1	0
A. Essay Skills	**Introduction Paragraph (16)**	A1. The student writes an appropriate title and an engaging hook that introduces the topic.	The title is appropriate and clearly linked to the topic. The hook immediately captures the reader's interest and smoothly signals what the essay is about.	The title is appropriate and related to the topic. A hook is present and relevant, but it lacks originality and reader engagement.	The title is present and the hook is weak or formulaic (e.g. "Today I am going to talk about...") though it still introduces the topic.	Title is present, but inadequate. Hook is missing, unrelated, or barely connected to the topic.	No title and no hook are present, or both are completely unrelated to the topic.

		CRITERION	Full Agreement		Partial Agreement		No Agreement
			4	3	2	1	0
		A2. The student provides relevant background information that introduces the topic and smoothly leads to the thesis statement.	Background information is accurate, well-chosen and clearly relevant. Sentences build logically on one another and lead smoothly into the thesis statement with a natural transition.	Background information is relevant and mostly accurate, and it does lead to the thesis, but the transition into the thesis feels a little abrupt or mechanical.	Background information is present but general, thin, or only loosely related to the topic; the connection to the thesis is unclear.	Background information is minimal, largely irrelevant, or disconnected from the thesis that follows.	No background information is provided; the introduction jumps directly to the thesis with no context.
			8	6	4	2	0
		A3. There is a successful thesis statement with a clear controlling idea.	The thesis clearly states the writer's position with a specific, well-defined controlling idea and gives the reader a sense of how the essay will be organised.	The thesis states a position with a controlling idea, but the idea is somewhat broad or generic rather than sharply defined.	A thesis is present, but it is vague, overly broad, or the controlling idea is unclear.	The thesis is only implied, or it does not clearly connect to the topic.	No identifiable thesis statement is present anywhere in the introduction.
	Body Paragraph(s) (24)		8	6	4	2	0
		A4. The body paragraph starts with a clear topic sentence.	Every body paragraph opens with a clear, specific topic sentence that states the paragraph's main idea and clearly connects back to the thesis.	Every paragraph has a topic sentence that is mostly clear, though a few could be more specific or better linked to the main idea.	Topic sentences tend to announce a broad topic (e.g. "There are many reasons for this") rather than make a specific, arguable point, or are present in only one paragraph.	Topic sentences are unclear, hard to define, or buried in the middle of the paragraph.	There are no real topic sentences; paragraphs begin with details or examples rather than a controlling idea.
			8	6	4	2	0
		A5. There is a coherent passage development with logical transition of ideas.	Ideas progress logically from one to the next. A wide range of transitional devices (moreover, in addition, however, as a result, on the other hand) link sentences and paragraphs smoothly.	Ideas generally develop in a logical order and transitions are used correctly, though with less variety than at the top level.	There is some logical development, but with occasional gaps in flow; transitions are used inconsistently or repetitively.	The ideas do not connect smoothly because there are few or incorrect transitions, making the writing feel disjointed.	There is no logical order to the ideas; the writing reads as an unconnected list of statements with no transitions.
			8	6	4	2	0

		CRITERION	Full Agreement		Partial Agreement		No Agreement
		A6. The ideas are presented without repetition and irrelevant information, and explained with examples.	All ideas are relevant and non-repetitive. Each point is fully developed and supported with specific, appropriate examples.	Ideas are mostly relevant and developed with examples; there is minor repetition or one point that is somewhat underdeveloped.	Some repeated or irrelevant content appears; examples are present but some of them are irrelevant or not fully explained.	Repetition or irrelevant information occurs frequently; examples are missing, weak, or unrelated to the point being made.	Content is largely repetitive or off-topic, with no meaningful examples or explanation to support the ideas.
	Conclusion Paragraph (8)	A7. The conclusion successfully restates the thesis in different words without introducing new arguments.	**4**	**3**	**2**	**1**	**0**
			The thesis is restated in different words, and no new argument or claim is introduced.	The thesis is restated in new words, but overly generically, or it repeats the original wording closely; no new arguments are introduced.	The thesis is restated but largely repeats the original wording, or a small new idea is introduced alongside it.	The restatement of the thesis is weak or unclear, or a genuinely new argument is introduced instead.	There is no restatement of the thesis, or the conclusion introduces a completely new or contradictory argument.
		A8. The student summarises the main points clearly and concludes with a well-developed final opinion.	**4**	**3**	**2**	**1**	**0**
			The main points of the essay are summarised clearly and concisely, and the conclusion closes with a well-developed, thoughtful final opinion.	The main points are summarised adequately, though with minor gaps, repetition or wordy explanations; a final opinion is present but somewhat less developed.	The summary only covers some of the main points or is overly repetitive; the final thought is generic or underdeveloped.	The summary is minimal or unclear, and there is little to no final opinion.	There is no summary of the main points and no closing opinion or final thought.
B. Content (8)		B1. The student states his/her opinions relevant to the task requirements given.	**8**	**6**	**4**	**2**	**0**
			The student's opinions are clearly stated, consistently relevant to the task, and well supported with reasoning throughout the essay.	Opinions are relevant and mostly well supported, with only minor lapses in staying focused on the task.	Opinions are present but only partially relevant to the task, or supported by repetitive and minimal reasoning.	Opinions are vague, largely off-task, or stated without any real support.	No clear opinion is stated, or the content is essentially unrelated to the task given.
C. Use of English (24)		C1. The student shows level-expected variety of grammatical structures with accuracy.	**8**	**6**	**4**	**2**	**0**
			A wide range of level-expected grammatical structures is used accurately and naturally; any errors are rare and do not affect meaning.	A good range of structures is used with mostly accurate control; occasional errors occur but do not obscure meaning.	The range of structures is limited, or there are noticeable errors that sometimes affect clarity of meaning.	Structures are narrow and repetitive, with frequent errors that affect the reader's understanding.	Grammar is well below level expectations; errors are pervasive and seriously impede meaning throughout.

		CRITERION	Full Agreement		Partial Agreement		No Agreement
			8	6	4	2	0
		C2. The student correctly uses level-expected variety of vocabulary related to the task.	Vocabulary is rich, precise and fully appropriate to the level and task, including some less common or topic-specific words used accurately.	A good range of appropriate vocabulary is used with mostly accurate word choice; occasional imprecision does not impede meaning.	Vocabulary range is adequate but limited and repetitive; relies heavily on basic language, with noticeable errors in word choice or collocation.	Vocabulary is basic and repetitive, below level expectations, with frequent inaccurate usage.	Vocabulary is very limited or largely inappropriate for the task; meaning is often unclear as a result.
			8	6	4	2	0
		C3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	Capitalisation, punctuation and spelling are used correctly throughout, with virtually no errors.	A few minor mechanical errors occur, but none interfere with the reader's understanding.	Noticeable mechanical errors occur and occasionally interfere with meaning.	Mechanical errors are frequent and often interfere with meaning.	Mechanics are seriously flawed throughout the essay; meaning is frequently obscured as a result.

Total Score: _____ / 80

Off-topic: the student is scored from the Use of English part only.

Word count: students who write 10% fewer or 20% more words than the stated requirement are scored from the "Partial Agreement" columns across all criteria.

A.2. Essay Rubric — Score Grid

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Essay Skills (48)	A1. The student writes an appropriate title and an engaging hook that introduces the topic. (Introduction — 16)	4	3	2	1	0
	A2. The student provides relevant background information that introduces the topic and smoothly leads to the thesis statement.	4	3	2	1	0
	A3. There is a successful thesis statement with a clear controlling idea.	8	6	4	2	0
	A4. The body paragraph starts with a clear topic sentence. (Body — 24)	8	6	4	2	0
	A5. There is a coherent passage development with logical transition of ideas.	8	6	4	2	0
	A6. The ideas are presented without repetition and irrelevant information and explained with examples.	8	6	4	2	0
	A7. The conclusion successfully restates the thesis in different words without introducing new arguments. (Conclusion — 8)	4	3	2	1	0
	A8. The student summarises the main points clearly and concludes with a well-developed final opinion.	4	3	2	1	0
B. Content (8)	B1. The student states his/her opinions relevant to the task requirements given.	8	6	4	2	0
C. Use of English (24)	C1. The student shows level-expected variety of grammatical structures with accuracy.	8	6	4	2	0
	C2. The student correctly uses level-expected variety of vocabulary related to the task.	8	6	4	2	0
	C3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	8	6	4	2	0

Total Score: _____ / 80

Application notes — WRITING TASK (portfolio)

Off-topic: the student is scored from the Partial Agreement columns of the Use of English part only. (1) If the second draft or the exam is off-topic, the student is scored from the Use of English part (maximum 24 points). (2) If the first draft is off-topic but corrected in the second draft, the student is scored from the Partial Agreement columns of all criteria (up to 40 points).

Word count: writing 10% fewer or 20% more words than required means all criteria are scored from the Partial Agreement columns.

No first draft submitted: all criteria are scored from the Partial Agreement columns.

Application notes — EXAM / PROFICIENCY

Off-topic: the student is scored from the Use of English part only.

Word count: writing 10% fewer or 20% more words than required means all criteria are scored from the Partial Agreement columns.

A.3. Paragraph Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (40)	A1. The student shows level-expected variety of grammatical structures with accuracy.	**16**	**12**	**8**	**4**	**0**
	A2. The student correctly uses level-expected variety of vocabulary related to the task.	**16**	**12**	**8**	**4**	**0**
	A3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	**8**	**6**	**4**	**2**	**0**
B. Content (16)	B1. The student successfully meets the task requirements given.	**8**	**6**	**4**	**2**	**0**
	B2. The student develops his/her ideas with some explanation or support.	**8**	**6**	**4**	**2**	**0**
C. Organisation (24)	C1. The student provides a well-written topic sentence including the topic and controlling idea.	**8**	**6**	**4**	**2**	**0**
	C2. The student supports his/her ideas with at least two supporting ideas preceding more details (examples, facts, etc.) with a coherent transition, using necessary cohesive devices accurately.	**8**	**6**	**4**	**2**	**0**
	C3. The student concludes his/her paragraph with a well-stated concluding sentence including final comments, opinions, predictions, etc.	**8**	**6**	**4**	**2**	**0**

Total Score: _____ / 80

Off-topic: (1) If the second draft or the exam is off-topic, the student is scored from the Partial Agreement columns of the Use of English part only (maximum 12 points). (2) If the first draft is off-topic but corrected in the second draft, the student is scored from the Partial Agreement columns of all criteria (up to 40 points).

Off-focus: (1) If the student stays on topic but includes irrelevant details or slightly strays from the main point, they are scored from the second Full Agreement column across all criteria. (2) If the first draft is off-focus but corrected in the second draft, grading proceeds as usual.

Word count: writing 10% fewer or 20% more words than required means all criteria are scored from the Partial Agreement columns.

No first draft submitted: all criteria are scored from the Partial Agreement columns.

A.4. Descriptive Paragraph Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (32)	A1. The student shows level-expected variety of grammatical structures with accuracy.	12	9	6	3	0
	A2. The student correctly uses level-expected variety of vocabulary related to the task.	8	6	4	2	0
	A3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	8	6	4	2	0
B. Content (20)	B1. The student successfully meets the task requirements given.	20	15	10	5	0
C. Organisation (28)	C1. The student provides a well-written topic sentence including the topic and controlling idea.	8	6	4	2	0
	C2. The student supports his/her ideas with the given details about the person, with a coherent transition, using necessary cohesive devices accurately.	16	12	8	4	0
	C3. The student concludes his/her paragraph with a well-stated concluding sentence including final comments, opinions, predictions, etc.	8	6	4	2	0

Total Score: _____ / 80

Off-topic, off-focus, word count and missing first draft: as for the Paragraph Rubric (A.3).

A.5. E-mail Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. E-mail Format (8)	A1. E-mail format: subject line, greeting and closure.	**8**	**6**	**4**	**2**	**0**
B. Content (40)	B1. Brief introduction stating the purpose.	**12**	**9**	**6**	**3**	**0**
	B2. Relevancy to the task requirements given.	**16**	**12**	**8**	**4**	**0**
	B3. Closing remarks, such as asking for a response and saying goodbye.	**12**	**9**	**6**	**3**	**0**
C. Use of English (32)	C1. The student shows level-expected variety of grammatical structures with accuracy.	**12**	**9**	**6**	**3**	**0**
	C2. The student correctly uses level-expected variety of vocabulary related to the task.	**12**	**9**	**6**	**3**	**0**
	C3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	**8**	**6**	**4**	**2**	**0**

Total Score: _____ / 80

A.6. Blog Writing Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (40)	A1. The student shows level-expected variety of grammatical structures with accuracy.	16	12	8	4	0
	A2. The student correctly uses level-expected variety of vocabulary related to the task.	16	12	8	4	0
	A3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	8	6	4	2	0
B. Content (20)	B1. The student states his/her opinions relevant to the task requirements given.	20	15	10	5	0
C. Organisation (20)	C1. Well organised with clear paragraphing and logical sequencing (chronological order). Uses cohesive devices naturally (e.g. first, then, after that).	12	9	6	3	0
	C2. Appropriate blog style (personal, engaging, reflective tone).	8	6	4	2	0

Total Score: _____ / 80

Off-topic: (1) If the second draft or the exam is off-topic, the student is scored from the Partial Agreement columns of the Use of English part only (maximum 12 points). (2) If the first draft is off-topic but corrected in the second draft, the student is scored from the Partial Agreement columns of all criteria (up to 40 points).

Off-focus: (1) If the student stays on topic but includes irrelevant details or slightly strays from the main point, they are scored from the second Full Agreement column across all criteria. (2) If the first draft is off-focus but corrected in the second draft, grading proceeds as usual.

Word count: writing 10% fewer or 20% more words than required means all criteria are scored from the Partial Agreement columns.

No first draft submitted: all criteria are scored from the Partial Agreement columns.

A.7. Outline with an Introductory Paragraph — Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (24)	A1. The student shows level-expected variety of grammatical structures with accuracy.	8	6	4	2	0
	A2. The student correctly uses level-expected variety of vocabulary related to the task.	8	6	4	2	0
	A3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	8	6	4	2	0
B. Organisation (56)	B1. The student writes an appropriate title and an engaging hook that introduces the topic.	8	6	4	2	0
	B2. The student provides relevant background information that introduces the topic and smoothly leads to the thesis statement.	12	8	6	4	0
	B3. The student writes one clear sentence that states the topic and includes a clear controlling idea (2 clear and relevant reasons, or a focus).	12	8	6	4	0
	B4. The topic sentence clearly reflects the reasons given in the thesis and supporting ideas maintain thematic unity.	12	8	6	4	0
	B5. The conclusion successfully restates the thesis statement.	12	8	6	4	0

Total Score: _____ / 80

Off-topic: the student is scored from the Full Agreement column of the Use of English part only. (1) If the second draft or the exam is off-topic, the student is scored from the Partial Agreement columns of the Use of English part only (maximum 12 points). (2) If the first draft is off-topic but corrected in the second draft, the student is scored from the Partial Agreement columns of all criteria (up to 40 points).

No first draft submitted: all criteria are scored from the Partial Agreement columns.

A.8. Introductory Paragraph Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (32)	A1. The student shows level-expected variety of grammatical structures with accuracy.	12	8	6	4	0
	A2. The student correctly uses level-expected variety of vocabulary related to the task.	12	8	6	4	0
	A3. The student uses mechanics (capitalisation, punctuation, spelling) correctly with only a few mistakes not interfering with the meaning.	8	6	4	2	0
B. Content (8)	B1. The student successfully meets the task requirements given.	8	6	4	2	0
C. Organisation (40)	C1. The student writes an appropriate title and an engaging hook that introduces the topic.	12	8	6	4	0
	C2. The student provides relevant background information that introduces the topic and smoothly leads to the thesis statement.	12	8	6	4	0
	C3. The student writes one clear sentence that states the topic and includes a clear controlling idea (2 clear and relevant reasons, or a focus).	16	12	8	4	0

Total Score: _____ / 80

A.9. Thesis Statement Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (8)	A1. The student demonstrates level-appropriate variety and accuracy in grammar and vocabulary related to the task, and uses mechanics (capitalisation, punctuation, spelling) correctly, with only minor errors that do not interfere with meaning.	8	6	4	2	0

	CRITERION	Full Agreement		Partial Agreement		No Agreement
B. Topic and Controlling Idea (12)	B1. The student writes one clear sentence that states the topic and includes a clear controlling idea (clear and relevant reasons, or a focus).	**12**	**8**	**6**	**2**	**0**

Total Score: _____ / 20

For each paragraph: if the thesis statement is off-topic, the student is scored from the Full Agreement column of the Use of English part only (maximum 8 points).

B. SPEAKING RUBRICS

A.10. Speaking Rubric for Exams — Detailed Descriptors

Use this version for standardisation, moderation and training.

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (44)	A1. The student shows level-expected variety of grammatical structures with accuracy.	**20**	**15**	**10**	**5**	**0**
		A wide range of level-expected structures (varied tenses, complex sentences, relative clauses, conditionals, passive forms) is used accurately and naturally; any errors are rare and never affect meaning.	A good range of level-expected structures is used with mostly accurate control; occasional errors occur, but they do not obscure meaning and are often self-corrected.	The range of structures is limited and repetitive, relying mainly on simple sentences, or noticeable errors sometimes affect the clarity of the message.	Structures are narrow and almost entirely simple, with frequent errors that make the listener work to understand the intended meaning.	Grammar is well below level expectations; errors are pervasive and seriously impede meaning, or the speech produced is too limited to assess grammatical range.
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	**16**	**12**	**8**	**4**	**0**
		Vocabulary is rich, precise and fully appropriate to the level and the topic, including some less common or topic-specific words used accurately.	A good range of topic-related vocabulary is used with mostly accurate word choice; occasional imprecision or paraphrasing does not impede meaning.	Vocabulary range is adequate but limited and repetitive; the student relies heavily on basic language, with noticeable errors in word choice or collocation.	Vocabulary is basic and repetitive, below level expectations, with frequent inaccurate usage that makes ideas difficult to follow.	Vocabulary is very limited or largely unrelated to the topic; meaning is mostly unclear as a result.
	A3. Pronunciation does not interfere with meaning or break the conversation.	**8**	**6**	**4**	**2**	**0**
		Pronunciation, word stress and intonation are clear throughout; the listener understands everything effortlessly and the conversation is never interrupted.	Pronunciation is generally clear; a few mispronounced words or misplaced stress occur, but the listener never needs to ask for repetition.	Mispronunciations are noticeable and occasionally oblige the listener to concentrate or ask for repetition, though the message still gets across.	Frequent pronunciation problems make much of the speech hard to follow; the listener must often ask for repetition, and the conversation is broken.	Speech is largely unintelligible; pronunciation prevents the listener from understanding the message.
B. Content (24)	B1. The student communicates his/her ideas relevant to the task.	**24**	**18**	**12**	**6**	**0**
		The ideas fully address the task, are consistently	The ideas address the task and remain relevant, with	The response is only partly relevant to the task, or the	The ideas are vague, largely off-task, or stated	No relevant idea is communicated, or the

	CRITERION	Full Agreement		Partial Agreement		No Agreement
		relevant, and are developed with clear reasons or examples; the response is easy to follow from beginning to end.	adequate support; minor gaps in development or brief digressions do not affect the overall response.	ideas are present but underdeveloped, repetitive, and supported with minimal reasoning.	without any real support; only a small part of the task is addressed.	response is essentially unrelated to the task given.
C. Overall Fluency (12)	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	**12**	**9**	**6**	**3**	**0**
		Speech flows naturally at an even pace with hardly any hesitation; fillers and discourse markers (well, actually, I mean, you know) are used appropriately to keep the speech going.	Speech flows generally smoothly; occasional pauses occur while searching for words or ideas, and fillers are used appropriately though with less variety.	Speech is noticeably hesitant, with frequent pauses and repetition of words; fillers are limited, repetitive or overused, and the flow slows down.	Long and frequent pauses break the flow; the student falls silent or uses first-language fillers and needs prompting to continue.	The student cannot sustain speech; there is no connected flow to assess.

Total Score: _____ / 80

Off-topic: the student is scored from the Partial Agreement columns of the Use of English part only.

Speaking time: 90–120 seconds — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

60–89 seconds — assess according to the second column (out of 60). 30–59 seconds — third column (out of 40). 1–29 seconds — last column (out of 20). No speech — not assessed.

A.11. Individual Speaking Rubric — Exam

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (44)	A1. The student shows level-expected variety of grammatical structures with accuracy.	20	15	10	5	0
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	16	12	8	4	0
	A3. Pronunciation does not interfere with meaning or break the conversation.	8	6	4	2	0
B. Content (24)	B1. The student communicates his/her ideas relevant to the task.	24	18	12	6	0
C. Overall Fluency (12)	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	12	9	6	3	0

Total Score: _____ / 80

Off-topic: the student is scored from the Partial Agreement columns of the Use of English part only.

Speaking time: 45–60 seconds — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

30–44 seconds — assess according to the second column (out of 60). 15–29 seconds — third column (out of 40). 1–14 seconds — last column (out of 20). No speech — not assessed.

A.12. Individual Speaking Task Rubric — In Class

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (36)	A1. The student shows level-expected variety of grammatical structures with accuracy.	16	12	8	4	0
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	12	9	6	3	0
	A3. Pronunciation does not interfere with meaning or break the conversation.	8	6	4	2	0

	CRITERION	Full Agreement		Partial Agreement		No Agreement
B. Content (20)	B1. The student communicates his/her ideas relevant to the task.	**20**	**15**	**10**	**5**	**0**
C. Overall Fluency (12)	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	**12**	**9**	**6**	**3**	**0**
D. Active Listener (12)	D1. The student listens to his/her classmates actively and reflects on his/her ideas successfully.	**12**	**9**	**6**	**3**	**0**

Total Score: _____ / 80

Off-topic: the student is scored from the Partial Agreement columns of the Use of English part only.

Active Listener scores are given on the basis of the listener sheets. A student who does not speak at all cannot receive points from this criterion.

Speaking time: 45–60 seconds — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

30–44 seconds — assess according to the second column (out of 60). 15–29 seconds — third column (out of 40). 1–14 seconds — last column (out of 20). No speech — not assessed.

A.13. Discussion Rubric

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (32)	A1. The student shows level-expected variety of grammatical structures with accuracy.	12	9	6	3	0
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	12	9	6	3	0
	A3. Pronunciation does not interfere with meaning or break the conversation.	8	6	4	2	0
B. Content (20)	B1. The student communicates his/her ideas relevant to the task.	20	15	10	5	0
C. Overall Fluency (8)	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	8	6	4	2	0
D. Interaction (8)	D1. The student interacts at the end, answers the questions asked, and develops some counterarguments.	8	6	4	2	0
E. Active Listener (12)	E1. The student listens to his/her classmates actively and reflects on his/her ideas successfully.	12	9	6	3	0

Total Score: _____ / 80

Off-topic: the student is scored from the Use of English part only, but still receives points from Active Listener.

Active Listener scores are given on the basis of the reflection sheets. A student who does not speak at all cannot receive points from this criterion.

Speaking time: 80–90 seconds — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

60–79 seconds — assess according to the second column (out of 60). 40–59 seconds — third column (out of 40). 15–39 seconds — last column (out of 20). No speech to 14 seconds — not assessed.

A.14. Discussion Rubric — Medipolis

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (32)	A1. The student shows level-expected variety of grammatical structures with accuracy.	**12**	**9**	**6**	**3**	**0**
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	**12**	**9**	**6**	**3**	**0**
	A3. Pronunciation does not interfere with meaning or break the conversation.	**8**	**6**	**4**	**2**	**0**
B. Content (20)	B1. The student communicates his/her ideas relevant to the task.	**20**	**15**	**10**	**5**	**0**
C. Overall Fluency (8)	C1. The student speaks without pauses and hesitation and uses appropriate fillers to make the speech flow.	**8**	**6**	**4**	**2**	**0**
D. Interaction (12)	D1. The student interacts at the end within their group and with the other listeners, answers the questions asked, and develops some counterarguments for the whole task.	**12**	**9**	**6**	**3**	**0**
E. Active Listener (8)	E1. The student listens to his/her classmates actively and reflects on his/her ideas successfully.	**8**	**6**	**4**	**2**	**0**

Total Score: _____ / 80

Off-topic: the student is scored from the Use of English part only, but still receives points from Active Listener.

The Interaction score reflects both performance at the end of the group task and general participation throughout.

Active Listener scores are given on the basis of the reflection sheets. A student who does not speak at all cannot receive points from this criterion.

Speaking time: 80–90 seconds — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

60–79 seconds — assess according to the second column (out of 60). 40–59 seconds — third column (out of 40). 15–39 seconds — last column (out of 20). No speech to 14 seconds — not assessed.

A.15. Presentation Rubric — Exam

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (36)	A1. The student shows level-expected variety of grammatical structures with accuracy.	12	9	6	3	0
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	16	12	8	4	0
	A3. The student speaks fluently with clear pronunciation and only natural pauses.	8	6	4	2	0
B. Content and Organisation (28)	B1. The student communicates his/her ideas relevant to the task.	16	12	8	4	0
	B2. The student organises ideas clearly with a logical structure and uses linking words effectively.	12	9	6	3	0
C. Delivery and Presentation Skills (16)	C1. The student presents confidently with good eye contact and minimal reliance on notes.	8	6	4	2	0
	C2. The student uses clear, well-organised slides with minimal text that effectively support the presentation.	8	6	4	2	0

Total Score: _____ / 80

Off-topic: the student is scored from the Partial Agreement columns of the Use of English part only.

Speaking time: 4–5 minutes — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

3–4 minutes — assess according to the second column (out of 60). 2–3 minutes — third column (out of 40). 1–2 minutes — last column (out of 20). Less than 1 minute or no speech — not assessed.

A.16. Presentation Rubric — In Class

	CRITERION	Full Agreement		Partial Agreement		No Agreement
A. Use of English (32)	A1. The student shows level-expected variety of grammatical structures with accuracy.	12	9	6	3	0
	A2. The student correctly uses level-expected variety of vocabulary related to the topic.	12	9	6	3	0
	A3. The student speaks fluently with clear pronunciation and only natural pauses.	8	6	4	2	0
B. Content and Organisation (20)	B1. The student communicates his/her ideas relevant to the task.	12	9	6	3	0
	B2. The student organises ideas clearly with a logical structure and uses linking words effectively.	8	6	4	2	0
C. Delivery and Presentation Skills (16)	C1. The student presents confidently with good eye contact and minimal reliance on notes.	8	6	4	2	0
	C2. The student uses clear, well-organised slides with minimal text that effectively support the presentation.	8	6	4	2	0
D. Active Listener (12)	D1. The student listens to his/her classmates actively and reflects on his/her ideas successfully.	12	9	6	3	0

Total Score: _____ / 80

Off-topic: the student is scored from the Partial Agreement columns of the Use of English part only.

Active Listener scores are given on the basis of the listener sheets. A student who does not speak at all cannot receive points from this criterion.

Speaking time: 4–5 minutes — no penalty (out of 80). If the student exceeds the time, do not penalise, but interrupt them.

3–4 minutes — assess according to the second column (out of 60). 2–3 minutes — third column (out of 40). 1–2 minutes — last column (out of 20). Less than 1 minute or no speech — not assessed.

Appendix B — Writing Error Correction Codes

Use these codes consistently when giving written feedback on first drafts. Mark the code above or beside the error rather than correcting it for the student, so that the student does the correcting in the second draft.

CODE	ERROR TYPE	EXAMPLE OF WHAT IT FLAGS
WO	Word Order	The words in the sentence are in the wrong order.
Gr	Grammar	A grammatical structure is used incorrectly.
T	Verb Tense	The wrong tense has been used.
MW	Missing Word	A necessary word has been left out.
WW	Wrong Word	The word chosen does not fit the meaning.
EW	Extra Word	An unnecessary word has been added.
P	Punctuation	Punctuation is missing or incorrect.
S	Spelling	The word is misspelled.
A	Article	A / an / the is missing, unnecessary or wrong.
C	Capitalisation	A capital letter is missing or wrongly used.
Pr	Preposition	The wrong preposition has been used, or one is missing.
F/Inf	Formal / Informal	The register does not match the task.
M/?	Not Clear	The meaning cannot be understood.

Feedback reminders

First-draft feedback is due within 3 days.

Photograph each first draft after marking and upload it to the assigned OneDrive folder.

Upload the final draft to the same folder.

Follow up with whole-class conferencing on the most common errors, and individual conferencing where a student has persistent problems.