



**MICHIGAN
LANGUAGE
ASSESSMENT**

MET Go!

An Introduction

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A new, secure multilevel test
designed for teens



**Cambridge Assessment
English**



UNIVERSITY OF MICHIGAN

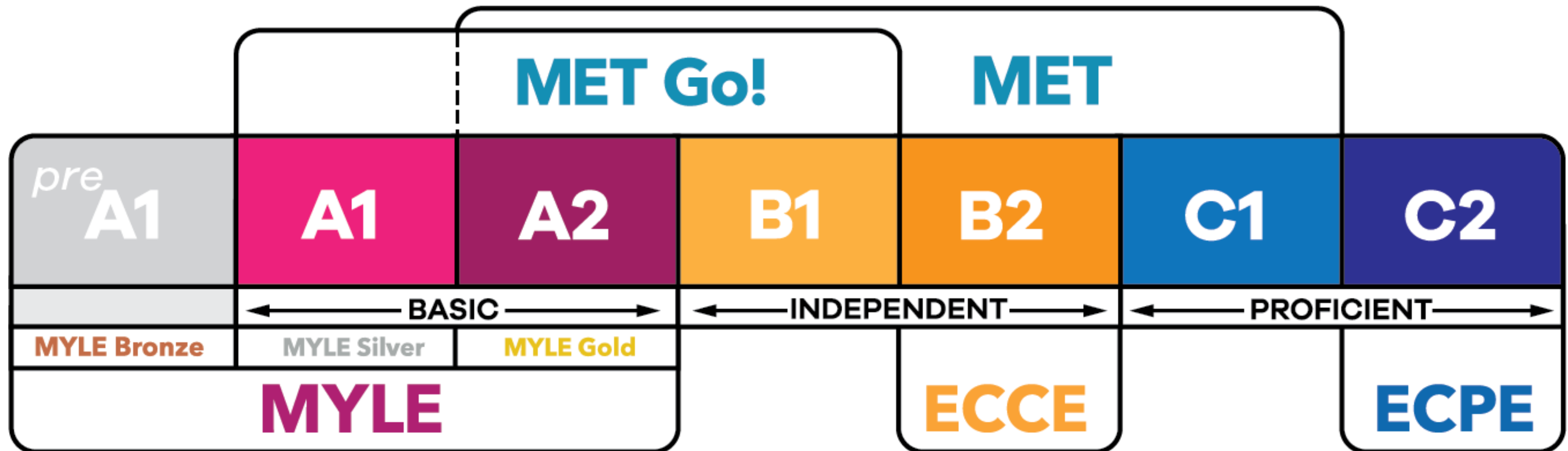


MET Go!

- Designed specifically for ages 11-15 years
- Bridge between the MYLE and MET
- Tests from A1 (beginner) to B1 (low intermediate) on the CEFR
- Flexible scheduling: test centers choose any test date

CEFR Levels: **A1** **A2** **B1**

Certificate Exams



MET Go!

What is the MET Go!?

- A secure, multi-level test for beginner to low intermediate level language learners
- In full color, with graphics appealing to teens
- Includes authentic tasks and situations suitable for teens
- Provides individualized diagnostic feedback to all test takers

What is its purpose?

- Bridge between MYLE and MET
- Gives every student the chance to demonstrate their English language ability
- Allows teachers to use one test for an entire class, even when students are at different levels

MET Go!



Who are typical test takers?

Learners ages 11 to 15



How long is it?

Approximately 90 minutes for Listening, Reading, and Writing sections

~10 minutes for the (optional) speaking section



MET Go!

MET Go!

Format

- Paper/pencil based
- Full color illustrations
- Four skills (speaking optional)
- Listening: 5 parts, 30 minutes
- Reading: 2 parts, 30 minutes
- Writing: 3 parts, 30 minutes
- Speaking: 4 parts, 10 minutes

Content

- Topics relevant to early adolescents
- Drawn from educational, personal, and public domains

MET Go!

Detailed Description of Test Sections



Listening

Listening Test Overview

- Five parts
- 30 minutes total
- Audio script input is played twice
- Questions written in test booklet

Skills

- Understand and identify concrete and familiar words in a short description
- Understand main ideas and details from short dialogues/conversations, or announcements
- Understand speaker's purpose and attitude
- Understand short wh- and yes/no questions

Format of Listening Test

- Part 1:** Identifying people in a picture based on short descriptions
- Part 2:** Answer/response items
- Part 3:** Answering questions about a short conversation using illustrations
- Part 4:** Longer conversation with multiple questions
- Part 5:** Short announcement with multiple questions

Listening Part 1

Description

A picture with 6-8 people in a scene. Audio input consists of short sentences describing some of the people; audio will be played twice. Identification questions are printed in test booklet and played on audio.

Sample Audio

*Look at the picture. Listen to some information.
Find the person to answer the question.*

- *Benjamin is next to his mother.
He is holding a toy car.*

Question/Response

- *Which person is Benjamin?*

Students identify the person in the scene using a letter label.



Listening Part 2

Input

Short questions with a choice of appropriate written responses to choose from. Questions are played twice.

Sample Audio

What kind of snacks do you have?

Response choices

(printed in test booklet)

- a. Everything is a dollar.
- b. We have fruit and cookies.
- c. They're closed today.

Listening Part 3

Input

Short dialogue followed by a question with picture options. The conversation is played twice.

Sample Audio

W2: *What did you get for lunch today, Anthony?*

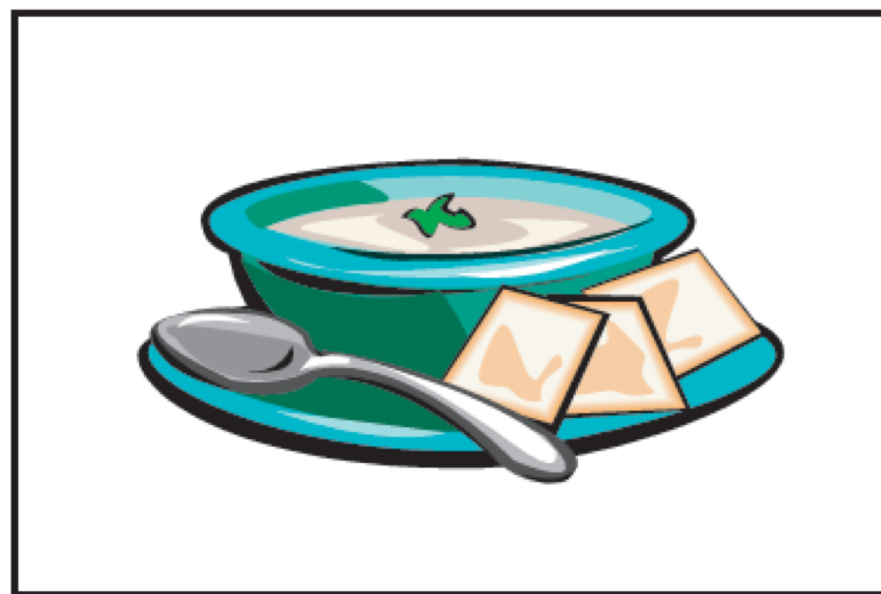
M3: *Well, I wanted a burger, but there weren't any left, so I had pizza.*

W2: *Oh, too bad. Maybe they'll have some tomorrow.*

Select correct response from one of 3 pictures (printed in test booklet)

Question (played on audio and printed in the test booklet)

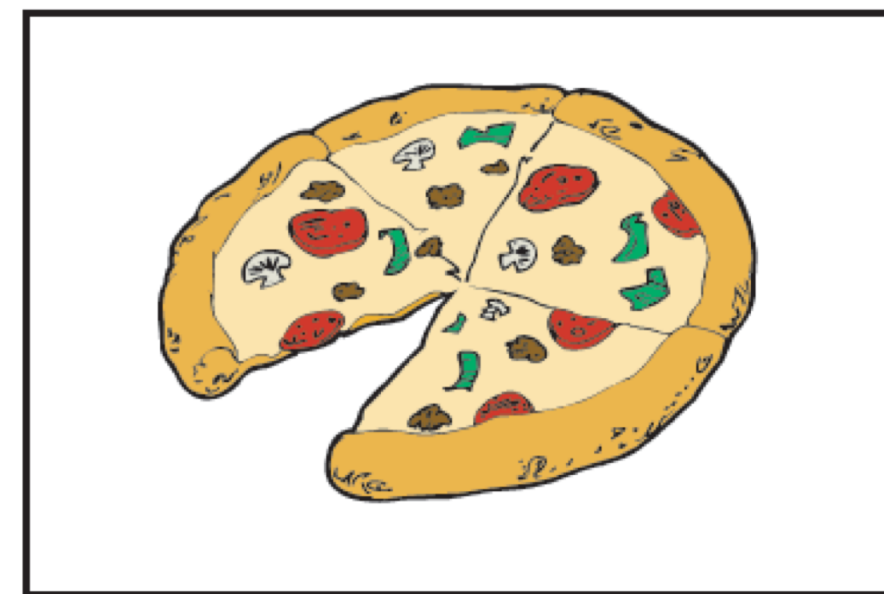
1. What did the boy eat?



A



B



C

Listening Part 4

Input

Conversation followed by multiple questions. An accompanying graphic related to the conversation sets the scene. Conversation and questions are played twice.

Sample Audio

M3: *Hi Hannah. How is everything?*

W3: *Everything's great. I haven't seen YOU around lately.*

M3: *Yeah, I went to visit my grandparents for a couple of weeks. It was fun.*

W3: *Where do your grandparents live?*

M3: *They live in the mountains, close to a big lake. There is a LOT to do there—I went hiking, swimming, fishing... but my favorite thing was spending time with my cousins.*

W3: *That sounds like a lot of fun!*

M3: *It was. I can't wait to go back.*



Question

(questions and options printed in test booklet)

1. What are the speakers talking about?
 - a. the boy's hobbies
 - b. the boy's recent trip
 - c. the boy's plan for next week

Listening Part 5

Input

Short announcement or message followed by multiple questions. Each announcement will be played twice.

Sample Audio

W2: *It's almost time to leave for our field trip. As you know, today we're going to a furniture factory. We will watch furniture, like tables, chairs, and desks, be made. When we get back to school, I want you to write a report. In it you should describe what you saw at the factory. You can write about the machines and what the workers were doing.*

OK, please make a line by the door. The bus we'll take to the factory will be arriving in just a couple minutes.



Question (printed in test booklet)

1. What is the woman mostly talking about?
 - a. new classroom furniture
 - b. something she saw on a trip
 - c. today's class activity



Reading

Reading Test Overview

- Two parts
- 30 multiple choice questions
- 30 minutes total

Skills

- Word- and phrase-level grammar
- Understand general and topic-specific vocabulary
- Understand author's attitude or opinion
- Understand details
- Identify referents
- Interpret dialogue
- Skim/scan texts

Format of Reading Test

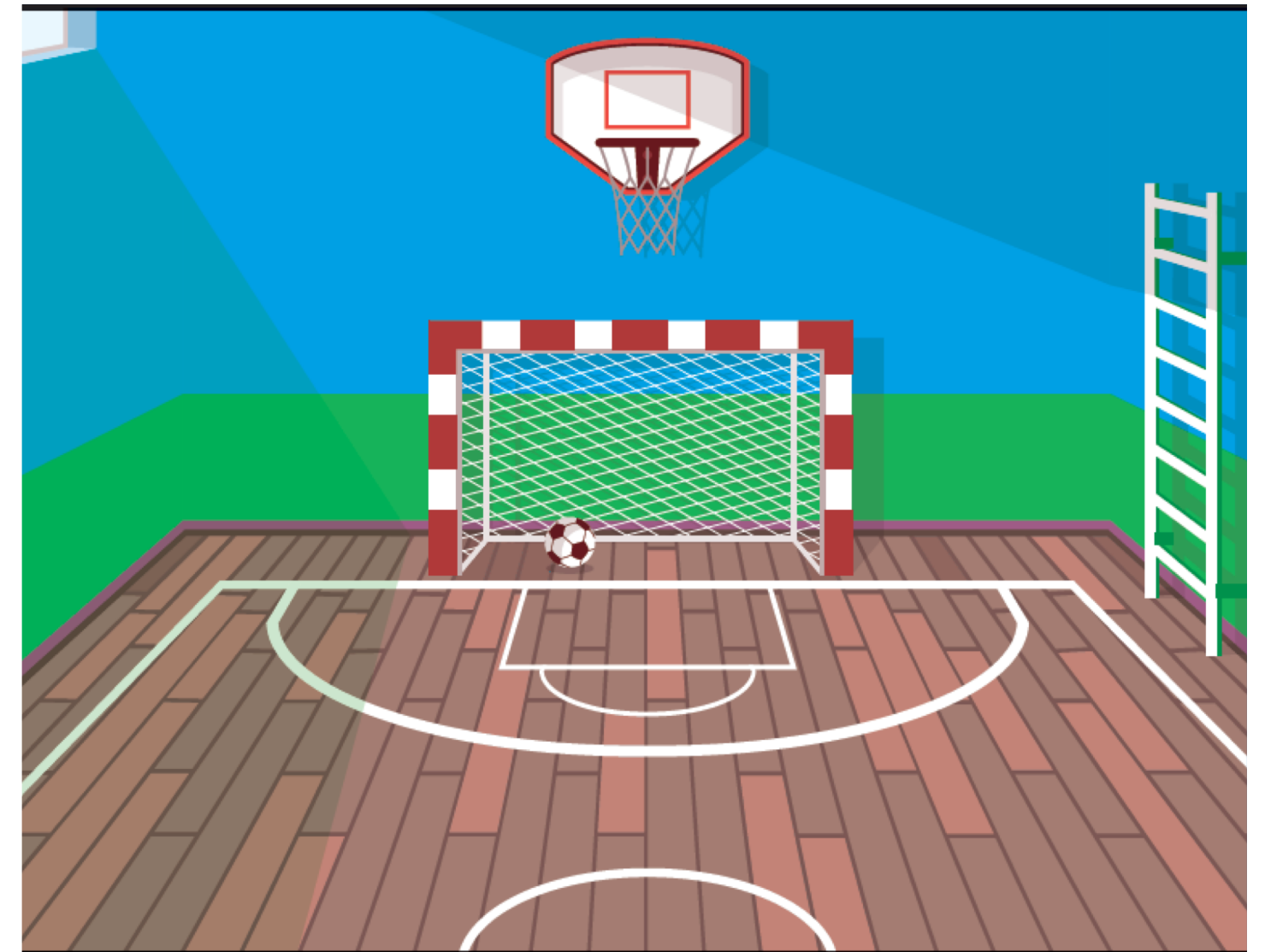
- Part 1:** Thematically linked grammar and vocabulary items
- Part 2:** Narrative and informational texts

Reading Part 1

Input

A group of independent gap-fill grammar and vocabulary items on a single theme. Theme is supported by a related graphic.

- 2 separate thematic sets
- 16 questions in total
- Grammar & vocabulary in context of a related theme
- Multiple choice gap-fill
- General and topic-specific vocabulary



Question 1

After school, students are allowed to use the basketballs and other _____ in the gym.

- instruments
- sports
- equipment

Question 2

Gym class _____ 3 times a week for 60 minutes.

- meets
- meet
- meeting

Reading Part 2


Input

Two informational passages, such as advertisements, emails, websites, menus, etc., with short closed questions and three answer options.

- Narrative and informational texts
- 4 separate passages/texts

Details

- Two narrative passages with multiple questions
- Format of Response
- 3-6 multiple-choice questions for each passage/text
- 3 options; one correct answer



**Don't forget:
Picture Day
on Friday!**

When: Friday, September 4
Where: Classroom 3

A professional photographer will take pictures of all students.

First, we will do individual pictures. Next, we will take a group photo of the whole class.

Be prepared:

- Bring your Student ID card.
- Bring a completed order form if you want extra copies of photos.
- Let your teacher know if you will be absent on September 4.

Reading Part 2, cont.

(Informational text)

Question 1

What is the text mostly about?

- a. buying a new camera
- b. having pictures taken at school
- c. taking a class about photography

Question 2

What must students bring on September 4?

- a. their cameras
- b. some money
- c. Their ID cards

Summer Fun



Kelly was excited about Maplewood City's summer festival. Each year at the festival, people get together to celebrate the start of summer. They eat food, dance to music, and play games there.

While Kelly was jogging in the park before the event, she saw her friend Tom. "Are you going to the festival tonight?" she asked. "I hear there will be fireworks!"

"I am! I didn't know about the fireworks, though. That's great!" answered Tom. As soon as Tom said that, it started to rain.

"Oh no!" said Kelly. "I wonder if they will cancel the fireworks."

"I hope not," replied Tom. "Well, I better go—we're getting wet!"

"Okay! See you later!" said Kelly.

By evening, though, the rain stopped, and everyone in Maplewood City enjoyed a wonderful summer festival that ended with an awesome fireworks show.

"Those fireworks were amazing!" said Tom. Kelly agreed.

Reading Part 2, cont.

(narrative text)

Question 1

What is the story mostly about?

- a. a festival in Maplewood City
- b. people who live in Maplewood City
- c. the history of Maplewood City

Question 2

In the last sentence of paragraph 1, what does there mean?

- a. at a restaurant
- b. at a festival
- c. at a park



Writing

Writing Test Overview

- Three parts
- 30 minutes total
- Thematic illustrations accompany prompts
- Handwritten in test booklet

Skills Elicited

- Describe a sequential narration of familiar events
- Write about a personal experience, including supporting details
- Express a preference or opinion
- Express ideas using a range of appropriate vocabulary
- Use appropriate cohesive devices and create a logical progression of ideas
- Use correct conventions for spelling, punctuation, and capitalization

Format of Writing Test

- Part 1:** Tell a story based on a comic strip picture illustration
- Part 2:** Describe a personal experience
- Part 3:** Write about a personal preference or opinion

Writing Part 1

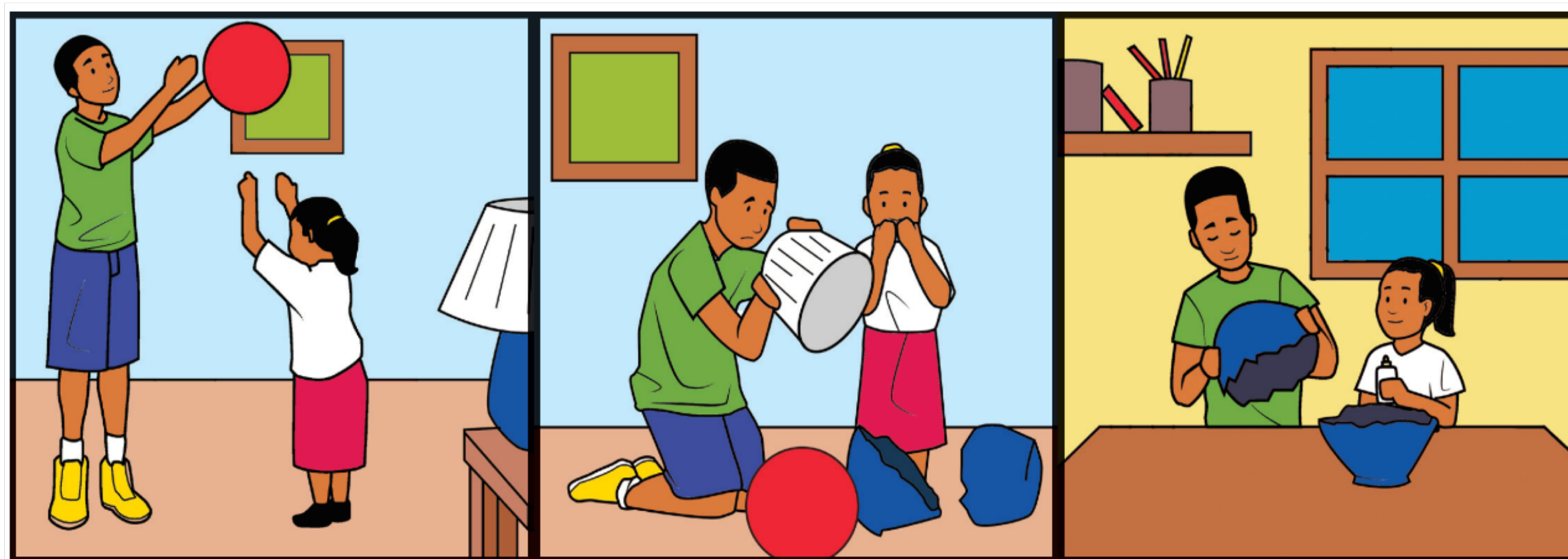
Tell a story based on 3 images
(comic strip graphic)

Response format

3-4 sentences (20-35 words) of descriptive or narrative text

Input & instructions

Look at the three pictures. Write about this story. Write 20 words or more.



Writing Part 2

Describe a personal experience in response to a set of question prompts.

Sample writing prompt 2

Write about a school trip that you took.

- Where did you go on a school trip?
- When did you go?
- What did you like about the school trip? Why?
- Include more details. Write at least one paragraph.

Writing Part 3

Write about a personal preference or opinion in response to a prompt.

Sample writing prompt 3

Read and answer the question below. Write at least 2 paragraphs.

- Some people like to travel in a car. Other people prefer to take the bus. How do you prefer to travel? Explain your answer.

Writing Test Evaluation & Scoring Criteria

Rated using a checklist and scaled tool

Rating Criteria

- Task completion
- Cohesion
- Grammar
- Vocabulary
- Mechanics

Speaking

Speaking Test Overview

- Optional
- Face-to-face, one-on-one interaction with examiner
- 4 parts, 3 rated tasks
- 7 to 10 minutes total

Skills Elicited

- Convey information about a picture using general vocabulary
- Describe a picture and narrate a sequence of events
- Talk about a personal experience
- State a personal preference and add detail to explain/support

Format of Speaking Test

Part 1: Warm-up

Part 2: Picture comparison

Part 3: Picture description

Part 4: Personal experience and opinion questions

Speaking Part 1: Warm-up

Input

- Simple questions and responses
- Not scored
- Used for familiarization/warm up

Task

Answer simple personal questions

Time allotted: 60 seconds

Sample questions from warm-up script:

- *What is your name?*
- *How is the weather today?*
- *Tell me about your family.*

Speaking Part 2: Picture comparison

Input

Two nearly-identical illustrations with a few differing details

Task

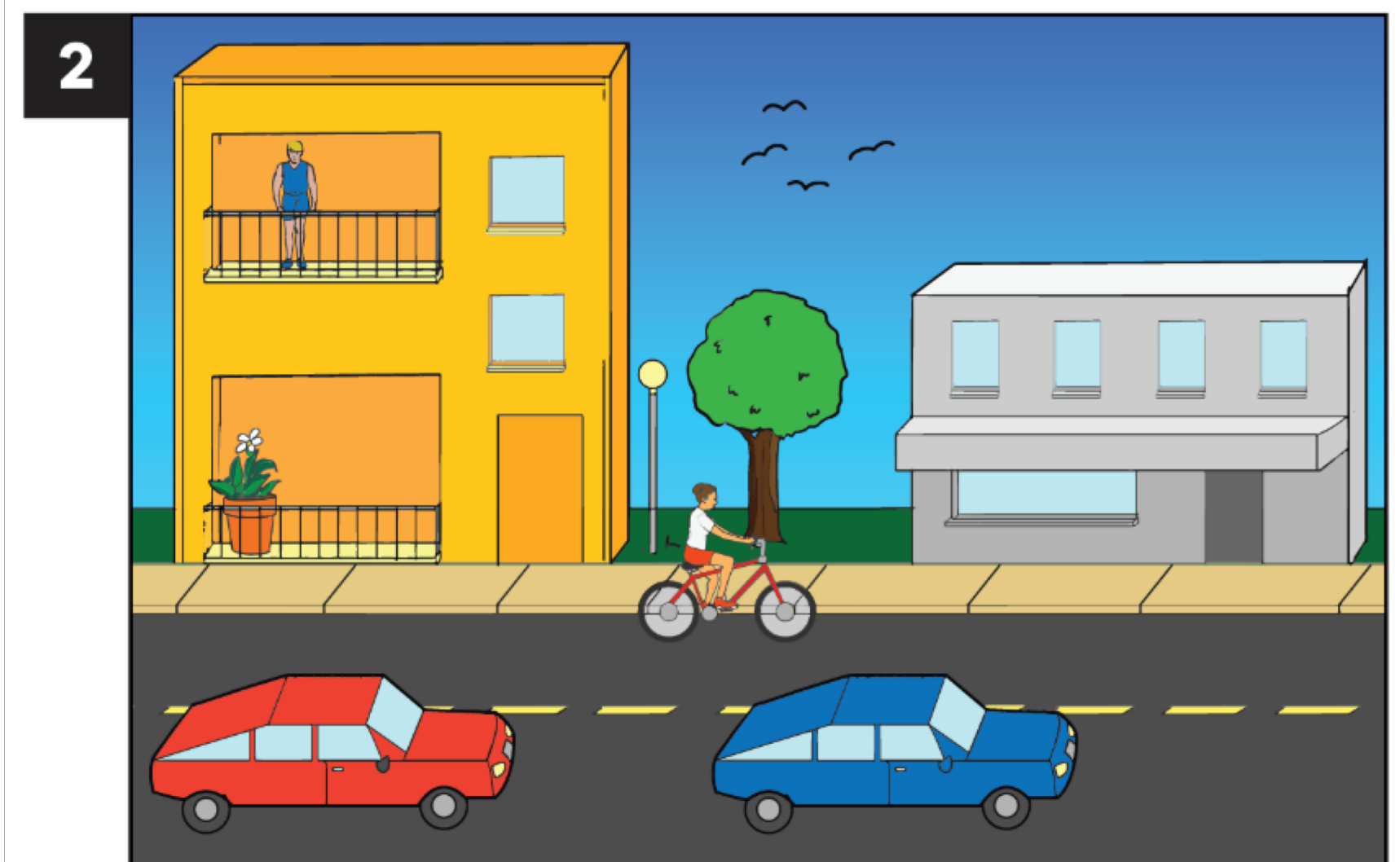
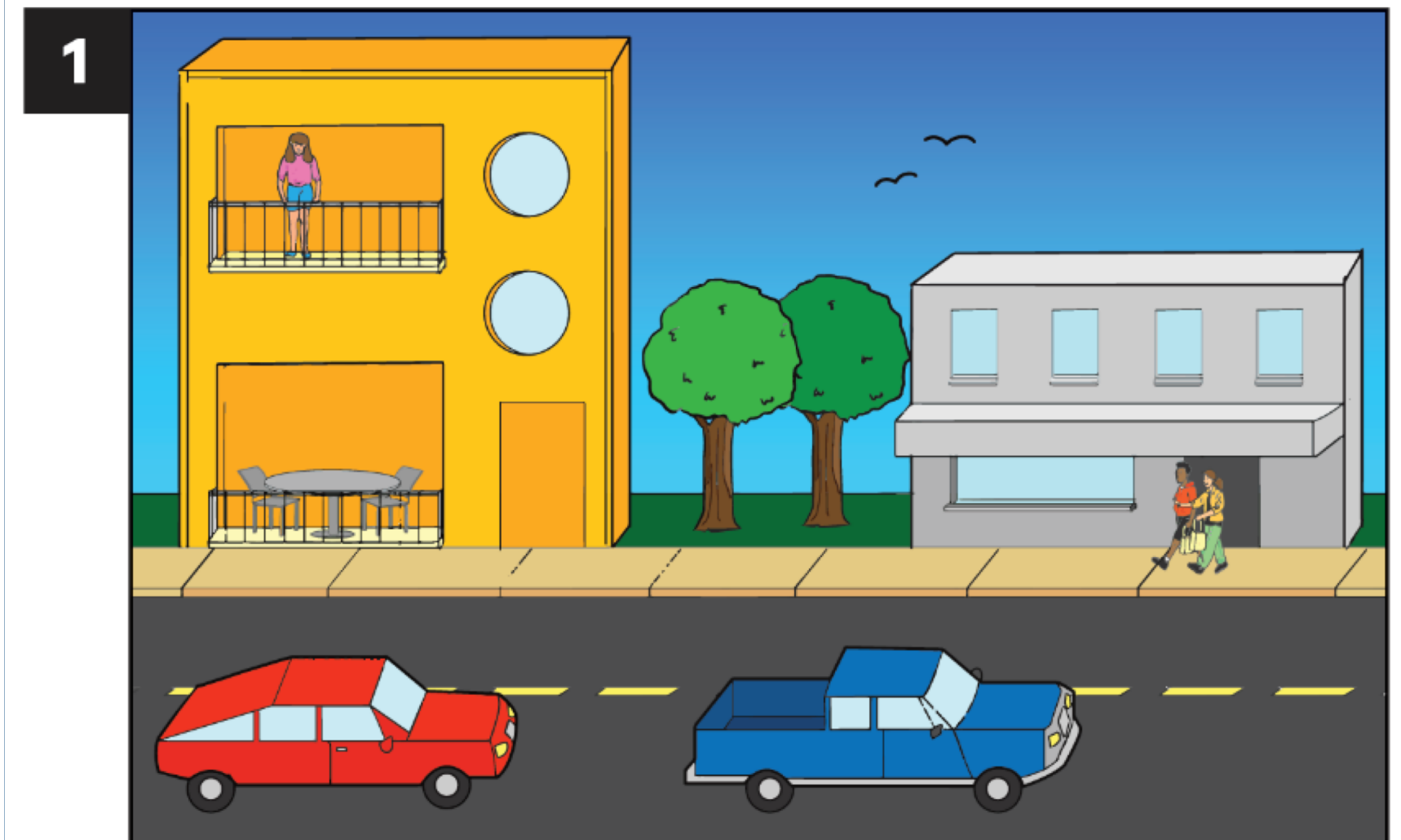
Describe the similarities and differences found in the two images.

Time allotted: 90 seconds

Sample

Look at the two pictures. Many things are the same, but some things are different.

For example, in both pictures there is a store. But in picture 1, there are two people outside the store, and in picture 2, there are not. What else is different? Say as much as you can.



Speaking Part 3: Picture description & story

Input

Picture prompt with multiple people in a setting familiar to teens

Task

Describe the picture and tell a story about the activity taking place in the picture

Time allotted: 60 seconds

Sample

Tell me what you see in the picture and tell me a story about it. Say as much as you can. You have 60 seconds.



Speaking Part 4:

Personal experience/opinions

Input

Examiner reads the prompt on a theme related to the activity or scene shown in the illustration for Part 3.

Task 1

Describe a personal experience relating to a specific topic or setting.

Time allotted: 60 seconds

Sample:

Tell me about a time in the past when you had to clean or wash something in your home. You have 10 seconds to plan your answer. (...) Now you have 60 seconds to speak. Say as much as you can. Please begin.

Task 2

Express an opinion and give reasons to support it.

Time allotted: 60 seconds

Sample:

Some people enjoy cleaning and organizing their homes. Other people think cleaning is boring and don't like to do it. How do you feel about cleaning? Give your opinion and reasons to support it. You have 10 seconds to plan your answer. (...) Now you have 60 seconds to speak. Say as much as you can. Please begin.

Speaking Test Evaluation & Scoring Criteria

Rated using a checklist and scaled tool

Rating Criteria


- Task completion
- Linguistic resources (range and accuracy of vocabulary and grammar)
- Intelligibility (delivery and clarity of message)

Speaking Examiner Training

- Self-access online training program
- No cost for training program

MET Go!

Score Report



MICHIGAN LANGUAGE ASSESSMENT

Test Taker

<p>Wendie Luis Lizarbar Costa</p> <p>Full Name</p>	<p>5/29/08</p> <p>Birthdate (mm/dd/yy)</p>
<p>34567892</p> <p>Registration Number</p>	<p>11/8/19</p> <p>Date of Test (mm/dd/yy)</p>
<p>Mexico City</p> <p>City</p>	<p>Mexico</p> <p>Country</p>

Results

SCORE: 31

CEFR: A2

Section	Score	CEFR
LISTENING	31	A2
READING	--	--
WRITING	--	--
SPEAKING	--	--

General Information

- MET Go! is a general English proficiency test designed for students of middle to secondary school age.
- MET Go! is scored at levels A1 to B1 of the Common European Framework of Reference (CEFR). The CEFR describes language proficiency at six main levels: A1 (Basic User), B1 (Independent User) to C1 (Proficient User).
- The overall CEFR level is based on an average of section scores.
- Tested persons' user feedback is provided on this score report.

Cambridge Assessment English

MICHIGAN LANGUAGE ASSESSMENT

Continue Your English Language Learning

We looked carefully at your answers on the test so we can tell you more about your English. Below is information about what you are good at, what to improve, and things you can do next. Keep learning!

About Your English

LISTENING

You can understand conversations and talks about everyday things well. You can understand main points as well as details. You know enough English words and grammar to follow simple talks and conversations. However, work on listening for how speakers feel about the topic and the reason they're talking, too.

READING

You can understand some of the details in short, simple readings, and sometimes find the main idea or purpose, too. Sometimes you know how sentences connect to each other as well. You know some basic English words, and they sometimes help you understand the things you read. Your grammar knowledge also helps you to understand simple sentences and some longer ones.

WRITING

You can tell a story when you write. Next, try writing about your personal experiences and opinions. Also, you could add more details to your writing to make it more interesting. To help readers follow your writing, try using more connecting words. Grammar and vocabulary mistakes sometimes make your writing hard to understand.

SPEAKING

You can describe familiar places and things in detail. However, try to connect your ideas when you talk about what you're doing. When you talk about a personal experience, you include a lot of interesting information. You're also able to explain why you believe something, but make sure you say clearly what your opinion is. You sometimes try to use more advanced grammar and longer words, too. Keep it up! Finally, your message is usually clear when you talk.

Things To Do

Watch reviews of movies or products you like. What is the reviewer's opinion? How do you know?

Read an English website about your favorite actor, athlete, or musician. Use a dictionary to help you understand new words. Tell a classmate or family member about what you learned.

Read some pages from an English story. Look for words like "and," "then," "but," and "because." Note what in English about the things you did today. Can you use one of those words in every sentence?

Try going to a store with a friend or family member. Find a product that you like or don't like. Use English to ask for help.

MICHIGAN LANGUAGE ASSESSMENT

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MET Go! Test Results and Reports

- Test centers submit exams electronically within 3 days
- Score results sent within 10 days after exam materials are received by Michigan Language Assessment
- Test centers issue **individualized test taker feedback** and certificate
- Scaled scores correspond to CEFR levels pre-A1, A1, A2, B1
- Listening, reading, writing, and speaking scores reported separately
- No minimum passing score
- All test takers receive a test certificate (certificate of achievement)
- Individualized feedback provided to each test taker according to subscores/skill areas

Quality

- Rigorous quality assurance procedures followed during item and test form development
- Administered following standardized procedures, including strict security measures
- Certified raters of speaking and writing sections
- Statistical methods used to ensure that scores are comparable across forms
- Consistently high test reliability
- Statistical and research reports will become available

Test-taker Support

- Free sample test online
- Free preparation and study materials available online
- Individualized feedback includes suggested practice activities for each skill tested

Thank you!

For MET Go! registration information, please [visit this page on our website](#).

Download the [MET Go! Sample Test sections here](#).



Cambridge Assessment
English



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