MET Go!

An Introduction

A new, secure multilevel test designed for teens
• 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
Certificate Exams

- MET Go!
- MET
- pre A1
- A1
- A2
- B1
- B2
- C1
- C2
- MYLE
- MYLE Bronze
- MYLE Silver
- MYLE Gold
- ECCE
- ECPE

Levels:
- Basic
- Independent
- Proficient
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
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!

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 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

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?

[Images of soup, salad, and pizza]
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 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.

a. instruments
b. sports
c. equipment

Question 2

Gym class _______ 3 times a week for 60 minutes.

a. meets
b. meet
c. 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
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.

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
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.

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 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
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! 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.