MICHIGAN LANGUAGE ASSESSMENT

MET Go! 2019 Test Report

Contact Information

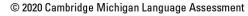All correspondence and mailings should be addressed to:

Michigan Language Assessment
Argus 1 building
535 West William St., Suite 310
Ann Arbor, Michigan
48103-4978 USA

T +1 866.696.3522
T +1 734.615.9629
F +1 734.763.0369

info@michiganassessment.org
MichiganAssessment.org

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1. Description of the Test

1.1 General Description

The MET Go! is a multi-level test of English language ability designed for beginner to intermediate level learners of middle and secondary school age. Developed and produced by Michigan Language Assessment, the test covers the four language skills (listening, reading, speaking, and writing), assessing learners' ability in each area and assisting them as they progress in their learning. The test is meant to be informative, with score reports providing individualized diagnostic feedback for each test taker.

The MET Go! covers a range of proficiency levels from the A1 to B1 levels of Common European Framework of Reference (CEFR; Council of Europe, 2001). The listening and reading sections assess listening and reading proficiency by evaluating test takers' ability to understand spoken and written English on a variety of familiar topics across several different item types. The writing section assesses written English proficiency by evaluating test takers' ability to perform a range of communicative functions in writing on a variety of familiar school and everyday topics, and the speaking section measures spoken English proficiency by evaluating test takers' ability to produce comprehensible speech in response to a range of tasks.

Michigan Language Assessment is committed to the excellence of its tests, which are developed in accordance with the highest standards in educational measurement. All parts

Table 1: Format and Content of the MET Go!

Section	Time	Description	Number of Items
Listening	30 minutes	**Part 1:** Short descriptions are matched with people in a picture.	4 questions
		Part 2: Short questions are each followed by three response choices.	4 questions
		Part 3: Short conversations are each followed by a question. Answer choices are shown as pictures.	4 questions
		Part 4: Longer conversations between two people are each followed by several questions.	9 questions
		Part 5: Short announcements delivered by a single speaker are each followed by several questions.	9 questions
Reading	30 minutes	**Part 1:** An incomplete sentence is followed by a choice of three words or phrases to complete it. Each sentence tests either grammar or vocabulary using a thematically related set of questions supported by a single picture.	14 questions
		Part 2: Two informational texts and two narrative texts are each followed by several questions.	16 questions
Writing	30 minutes	Test takers write a short narrative description, share an experience, and provide their opinion in three tasks.	3 tasks
Speaking	10 minutes	Test takers participate in a structured, multistage task with one examiner.	3 stages

of the examination are written following specified guidelines, and items are pretested to ensure that they function properly. Michigan Language Assessment works closely with test centers to ensure that its tests are administered following set procedures, in a way that is fair and accessible to test takers and that the MET Go! is open to all people who wish to take the exam. Test preparation resources are available on the Michigan Language Assessment website.

1.2 Test Format

The MET Go! measures listening, reading, writing, and speaking skills. It can be taken as a 3-skill test that consists of listening, reading, and writing or as a 4-skill test that includes speaking. The listening and reading questions are multiple choice and have one correct answer. All audio recordings in the listening section are played twice. Table 1 describes the format and content of the test.

2. Scoring and Reporting of Results

2.1 Explanation of Scoring

The MET Go! listening and reading sections are scored by computer at Michigan Language Assessment. Each correct answer contributes to the final score for each section, and there are no points deducted for wrong answers. A scaled score, ranging from 0 to 52, is calculated using Item Response Theory. This method ensures that scores are comparable across different administrations, and that the ability to receive a score remains the same from year to year.

The writing and speaking sections are graded according to scales establish by Michigan Language Assessment. The writing section is assessed by a Michigan Language Assessment-certified rater, and the speaking section is conducted and assessed by a Michigan Language Assessment-certified speaking examiner.

2.2 Procedures for Reporting Scores

All test takers receive a score report that shows their scaled score for each section, ranging from 0 to 52. The section scores are also reported as a CEFR level: A1–B1. Table 2 shows

the MET Go! scaled scores that correspond to these CEFR levels. These correspondences are based on standard setting research conducted by Michigan Language Assessment (Pearce, McLain, Clark, & Haines, 2018).

Table 2: CEFR Level Equivalence of MET Go! Scaled Scores

CEFR Level	Scaled Score
B1	40 – 52
A2	27 – 39
A1	14 – 26
Below A1	0 – 13

In addition to test scores, the MET Go! provides test takers with personalized feedback descriptors and recommended learning activities based on their individual performance for each test section. Personalized feedback descriptors are aimed at helping to provide test takers with an understanding of their strengths and weaknesses to give them more detailed information on their performance and what they need to improve, while recommended learning activities are meant to provide test takers with interesting, authentic activities to help them pursue learning on their own. The language used in the personalized feedback was written at the level of English ability that they represent in order to ensure that the feedback was accessible to each test taker.

3. Interpreting MET Go! Results

The MET Go! is a multilevel exam, covering a range of proficiency levels A1 to B1 on the CEFR (Council of Europe, 2001). Selected CEFR performance descriptors illustrating what test takers should be able to do at each level are available from the Michigan Language Assessment website.

When interpreting MET Go! results, it is important to remember that the MET Go! estimates a test taker's true proficiency by approximating the kinds of tasks that may be encountered in real life. Also, temporary factors unrelated to a test taker's proficiency, such as

fatigue, anxiety, or illness, may affect exam results.

When using test scores for decision making, look at each section score separately. It is possible for a test taker to be at a higher language proficiency level in one language skill than in another. Therefore, all section scores should be taken into account when interpreting the test results for use in decision-making. Additionally, check the date the test was taken. Language ability changes over time. This ability can improve with active use and further study of language, or it may diminish if the report holder does not continue to study or to use English on a regular basis. It is also important to remember that test performance is only one aspect to be considered. Communicative language ability consists of both knowledge of language and knowledge of the world. Therefore, one would need to consider how factors other than language affect how well someone can communicate. For example, in the general context of using English in business, the ability to function effectively involves not only knowledge of English, but also other knowledge and skills such as content knowledge and business skills.

4. Test-Taking Population

This section presents an overview of the test takers who took the MET Go! in 2019, providing demographic information for the test population. Every test taker completed a registration form, which asked for date of birth. Cases where information was not given or was not correctly given were treated as missing data.

Tables 3 presents the distribution of test takers by age. It shows that the majority of MET Go! test takers were between 11 and 16 years old (94.63%).

Table 3: Distribution (in %) of MET Go! Test Takers by Age

Age	% of Test Population
≤8	0.00
9 - 10	2.22
11 - 12	24.74
13 – 14	37.92
15 - 16	31.97
≥17	3.03
Missing Data	0.12

5. Test Statistics

5.1 Distribution of Results by CEFR Level

Tables 4 and 5 list the percentage of test taker scores by CEFR level for the 3- and 4-skill versions of the MET Go!, respectively. They show that the majority of test takers achieved the B1 level. It also shows that test takers who took the 3-skill MET Go! were typically more proficient than those wo took the 4-skill version, with a higher percentage of test takers achieving the B1 level.

Table 4: Distribution (in %) of 3-Skill MET Go! Test Takers by CEFR Level

Section	Below A1	A1	A2	B1
Listening	0.00	6.47	19.90	73.63
Reading	0.00	4.48	17.91	77.61
Writing	1.49	3.48	24.38	70.65
Average	0.00	4.98	16.42	78.61

Table 5: Distribution (in %) of 4-Skill MET Go! Test Takers by CEFR Level

Section	Below A1	A1	A2	B1
Listening	1.83	17.99	23.48	56.71
Reading	0.46	16.62	22.26	60.67
Writing	6.55	10.67	28.51	54.27
Speaking	7.01	7.47	14.02	71.49
Average	3.35	13.87	19.36	63.41

5.2 Reliability Figures for Listening and Reading

Test scores are a numerical measure of a test taker's ability. *Reliability* refers to the consistency of the measurement. In theory, a test taker's test score should be the same each time the test is taken or across different forms of the same test. In practice, even when the test conditions are carefully controlled, an individual's performance on a set of test items will vary from one administration to another due to variation in the items across different forms of the same test or due to variability in individual performance. Among the reasons for this are temporary factors unrelated to a test taker's proficiency, such as fatigue, anxiety, or illness. As a result, test scores always contain a small amount of measurement error. The aim, however, is to keep this error to a minimum. For high-stakes exams such as the MET Go!, a reliability figure of 0.80 and above is expected and acceptable. In addition to monitoring reliability, the estimated variability in test taker performance is also monitored through the standard error of measurement (SEM) estimate.

Reliability and SEM estimates are obtained for each form of the MET Go!. The reliability estimates are calculated in Winsteps using the KR-20 (Kuder-Richardson Formula 20) method. The SEM estimates are calculated using the reliability estimates and the scaled scores. In this report, the reliability and SEM estimates are summarized as averages across the different MET Go! forms. For the listening section, the average reliability estimate was 0.87, and the average SEM estimate was 4.16. For the reading section, the average reliability estimate was 0.88, and the average SEM estimate was 3.98. These values demonstrate that the reliability figures for both exam sections are above the minimally acceptable value of 0.80. Additionally, the SEM estimates as a proportion of the 52-point scale are very small. These values suggest good consistency of measurement for the MET Go! listening and reading sections.

5.3 Writing Rater Performance

The raters for the writing test are highly proficient speakers of English who are trained and certified according to standards set by Michigan Language Assessment. Copies of all writing tests are sent to Michigan Language Assessment for monitoring and review.

5.5 Speaking Examiner Performance

The examiners for the speaking test are highly proficient speakers of English who are trained and certified according to standards set by Michigan Language Assessment. Recordings of speaking tests are sent to Michigan Language Assessment for review, and each speaking examiner is monitored annually.

6. References

Council of Europe (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

Pearce, S., McLain, P., Clark, T., & Haines, S. (2018). Linking the MET Go! and the Common European Framework of Reference. Ann Arbor, MI. Retrieved from https://michiganassessment.org/wp-content/uploads/2020/02/20.02.pdf.Res_.LinkingtheMETGoandtheCommonEuropeanFrameworkofReference.pdf