



MICHIGAN LANGUAGE ASSESSMENT



MYLE 2019 Test Report

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**MICHIGAN
LANGUAGE
ASSESSMENT**



Cambridge Assessment
English



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1. Description of the Test

1.1 General Description

The Michigan Young Learners of English (MYLE) tests are a fun and motivating set of exams that assesses the English of young learners in the primary and middle grades. The tests are developed by Michigan Language Assessment in association with Cambridge Assessment English, and cover all four language skills: listening, reading, writing, and speaking.

The MYLE is a set of three exams that provide a clear and transparent assessment of a young learner's English across three levels: Bronze (beginner), Silver, and Gold (high beginner). The tests are international, focusing on American English. Of primary importance is that the testing experience has a positive impact on children and on their subsequent language learning.

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 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 MYLE 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 MYLE tests all four skill areas: listening, reading, writing, and speaking. There are three levels of assessment: Bronze, Silver, and Gold. Table 1, 2, and 3 describes the format and content of the Bronze, Silver, and Gold levels of the MYLE.

Table 1: Format and Content of the MYLE (Bronze)

Section	Time	Description	Number of Items
Listening	20 minutes	Part 1: Short conversations about people in a picture are followed by matching tasks.	5 questions
		Part 2: Short conversations are followed by several questions with blanks for words and numbers.	5 questions
		Part 3: Short conversations are followed by a question. Test takers select the correct answer from three pictures.	5 questions
		Part 4: A conversation includes instructions for test takers to color in parts of the pictures heard in the dialogue.	5 questions
Reading & Writing	20 minutes	Part 1: A true/false sentence is given for a statement describing a picture of an object.	5 questions
		Part 2: Statements accompanying a picture are followed by a choice of writing "yes" or "no."	5 questions
		Part 3: Scrambled letters and a picture of an object accompany a blank for the test taker to spell the indicated word.	5 questions
		Part 4: A text with missing words is completed using words from a word bank.	5 questions
		Part 5: Three pictures that tell a story are interwoven with fill-in-the-blank questions that have single-word answers.	5 questions
Speaking	3 – 5 minutes	Test takers participate in a structured, multistage task with one examiner.	4 stages

Table 2: Format and Content of the MYLE (Silver)

Section	Time	Description	Number of Questions
Listening	25 minutes	Part 1: Short conversations about people in a picture are followed by matching tasks.	5 questions
		Part 2: Short conversations are followed by several questions with blanks for words and numbers.	5 questions
		Part 3: Short conversations are followed by a matching task.	5 questions
		Part 4: Short conversations are followed by a question. Test takers select the correct answer from three pictures.	5 questions
		Part 5: A conversation includes instructions for test takers to color in parts of pictures and write one or two words.	5 questions
Reading & Writing	30 minutes	Part 1: A matching task between pictures and words requires the test taker to copy the word in a blank.	5 questions
		Part 2: Statements accompanying a picture are followed by a choice of writing “yes” or “no.”	6 questions
		Part 3: One side of a dialogue is given. Test takers choose the correct answers from a provided list to complete the dialogue.	5 questions
		Part 4: A text with missing words is completed using words from a word bank.	5 questions
		Part 5: Three pictures that tell a story are interwoven with fill-in-the-blank questions that have single-word answers, words, or phrases.	7 questions
		Part 6: A picture prompts fill-in-the-blank answers, responses to questions, and descriptive sentences.	7 questions
Speaking	5 – 7 minutes	Test takers participate in a structured, multistage task with one examiner.	4 stages

Table 3: Format and Content of the MYLE (Gold)

Section	Time	Description	Number of Questions
Listening	25 minutes	Part 1: Short conversations about people in a picture are followed by matching tasks.	5 questions
		Part 2: Short conversations are followed by several questions with blanks for words and numbers.	5 questions
		Part 3: Short conversations are followed by a matching task.	5 questions
		Part 4: Short conversations are followed by a question. Test takers select the correct answer from three pictures.	5 questions
		Part 5: A conversation includes instructions for test takers to color in parts of pictures and write one or two words.	5 questions
Reading & Writing	40 minutes	Part 1: A matching task between pictures and words requires the test taker to copy the word in a blank.	5 questions
		Part 2: Statements accompanying a picture are followed by a choice of writing “yes” or “no.”	6 questions
		Part 3: One side of a dialogue is given. Test takers choose the correct answers from a provided list to complete the dialogue.	5 questions
		Part 4: A text with missing words is completed from a choice of three given words for each omission.	10 questions
		Part 5: Three pictures that tell a story include fill-in-the-blank questions. Answers consist of single words, multiple words, or phrases.	7 questions
		Part 6: A text with missing words is completed without a word bank.	5 questions
		Part 7: Three pictures represent a story. The test taker writes a narrative based on the pictures.	6 questions
Speaking	7 – 9 minutes	Test takers participate in a structured, multistage task with one examiner.	4 stages

2. Scoring and Reporting of Results

2.1 Explanation of Scoring

The center where the child takes the test sends the completed test booklets to a team of highly trained raters, who score the responses carefully. To make sure that each child gets the fairest possible result, all test booklets are checked twice. For most parts of the test, spelling is required to be correct. Both British and American English spellings are accepted. The speaking examiner scores the speaking portion of the exam. Then, the speaking scores, along with the completed listening and reading and writing booklets, are returned to Michigan Language Assessment.

2.2 Procedures for Reporting Scores

Each test taker will receive a certificate that shows which level of the MYLE was taken, and how many medals he or she earned. The maximum total score is fifteen medals, five for each of the three test sections.

3. Interpreting MYLE Results

The MYLE is a set of three exams that provides an assessment of a young learners' English at the early beginner (Bronze) through

high beginner (Gold) levels. Each level is administered and scored separately. Test takers can earn a maximum of five medals for each test section. A result of only one medal for a section means the child can improve significantly in that skill, while a result of five medals means that the child did very well in that skill and answered most questions correctly. With a total score of 10 medals or more across all three sections, a test taker should be ready to start preparing for the next level of the MYLE.

When interpreting MYLE results, it is important to remember that the MYLE 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 the exam results. Table 4 provides a summary of the type of language activity that young learners at each of the levels are likely to be able to accomplish.

4. Test-Taking Population

This section presents an overview of the test takers who took the MYLE in 2019, providing demographic information for the test population. Every test taker completed a registration form which asked for their gender and date of birth. Cases where information was

Table 4: MYLE Levels and Language Accomplishment

Test Level	Listening	Speaking	Reading	Writing
Bronze	CAN understand simple sentences about things around them	CAN respond to personal questions on topics such as age, family, and their home	CAN recognize the letters of the alphabet	CAN write the letters of the alphabet and spell their name and simple words
Silver	CAN understand when somebody talks about their family or friends in simple sentences	CAN ask somebody about how they are and what they like doing and answer similar questions	CAN understand simple stories and shorter texts with the help of pictures and drawings	CAN continue a story or text that has been started in English or add words that are missing
Gold	CAN understand audio and video clips used in the English lesson	CAN talk about a problem in simple terms	CAN understand longer texts about everyday topics, even if they do not know all the words	CAN write a short message on a postcard or in an email

not given or was not correctly given were treated as missing data.

Tables 5 and 6 present the distribution of test takers by age and gender, respectively. Table 5 shows that the majority of MYLE test takers were between ages 11 and 12 years old (55.23%), and Table 6 shows that the majority of test takers were female.

Table 5: Distribution (in %) of MYLE Test Takers by Age

Age	% of Test Population
≤6	0.26
7 – 8	2.98
9 – 10	31.84
11 – 12	55.23
13 – 14	5.35
≥15	4.25
Missing Data	0.07

Table 6: Distribution (in %) of MYLE Test Takers by Gender

Gender	% of Test Population
Male	46.28
Female	53.72
Missing Data	0.00

Table 7 shows the percentage of test takers who took each level of the MYLE. Of the three different test levels, the majority of test takers took gold, followed by silver, and then bronze.

Table 7: Distribution (in %) of MYLE Test Takers by Test Level

Bronze	Silver	Gold
19.45	25.54	55.00

5. Test Statistics

5.1 Distribution of Results for the Exam as a Whole

Table 8 shows the percentage of test takers who received a final score of 10 or more medals. Test takers who achieve a total score of 10 medals or more should be ready to prepare for the next level of the MYLE.

Table 8: Percentage of MYLE Test Takers Who Scored ≥10 Medals

Bronze	Silver	Gold
61.98	47.27	10.94

5.2 Distribution of Results by Section

Table 9 presents the distribution of the test takers by number of medals for each section of the exam. The data suggests that test takers generally perform best on the speaking section, regardless of the MYLE level they have taken.

5.3 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.

Table 9: Distribution (in %) of MYLE Test Taker Scores for Each Section

Test Level	Section	1 Medal	2 Medals	3 Medals	4 Medals	5 Medals
Bronze	Listening	26.11	9.19	11.46	23.11	30.12
	Reading & Writing	25.48	13.42	13.79	15.80	31.51
	Speaking	14.57	5.56	6.10	13.30	60.47
Silver	Listening	33.40	10.09	12.87	20.25	23.38
	Reading & Writing	43.08	18.16	12.39	11.20	15.17
	Speaking	20.78	7.95	7.32	18.62	45.33
Gold	Listening	84.98	4.25	3.15	4.12	3.51
	Reading & Writing	84.54	4.82	4.50	3.09	3.05
	Speaking	58.93	10.34	6.24	7.79	16.70