


The MET Go! Writing Section has three parts. Test takers write a short narrative, share an experience, and provide their opinion in three tasks. Test takers have 30 minutes to complete all three parts. The graphics below show a description of each part, the CEFR level(s) that each part is aimed toward, and an example.

MET Go! Writing	CEFR A1	CEFR A2	CEFR B1	Example Item
<p>Part 1: Tell a story based on a comic strip illustration; they are asked to write three to four sentences of descriptive or narrative text. Write short narrative.</p>	<p>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small). Can use basic punctuation (e.g., full stops, question marks). Can link words or groups of words with very basic linear connectors like “and” or “then.”</p>	<p>Can write a series of simple phrases and sentences linked with simple connectors like “and,” “but,” and “because.” Can tell a simple story (e.g., about events on a holiday or about life in the distant future).</p>		<p>Writing, Part 1—Example Look at the three pictures. Write about this story. Write 20 words or more.</p> 
<p>Part 2: Describe a personal experience in response to a set of question prompts. Write short personal note approximately 1 paragraph in length.</p>		<p>Can write very short, basic descriptions of events, past activities and personal experiences. Can write diary entries that describe activities (e.g., daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like and, but, and because. Can give an example of something in a very simple text using like or for example. Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</p>	<p>Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. Can write a description of an event, a recent trip—real or imagined. Can write personal letters describing experiences, feelings and events in some detail. Spelling, punctuation and layout are accurate enough to be followed most of the time. Shows awareness of the conventional structure of the text type concerned, when communicating their ideas. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</p>	<p>Writing, Part 2—Example Write about a school trip that you took.</p> <ul style="list-style-type: none"> Where did you go on a school trip? When did you go? What did you like about the school trip? Why? <p>Include more details. Write at least one paragraph.</p> <hr/> <hr/> <hr/>

<p>Part 3: Write about a personal preference or opinion in response to a prompt. Write essay approximately 2 paragraphs in length.</p>			<p>Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify their opinion.</p> <p>Can summarize, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</p> <p>Spelling, punctuation, and layout are accurate enough to be followed most of the time.</p> <p>Can develop an argument well enough to be followed without difficulty most of the time.</p> <p>Shows awareness of the conventional structure of the text type concerned, when communicating their ideas.</p> <p>Can make simple, logical paragraph breaks in a longer text.</p>	<p>Writing, Part 3—Example</p> <p>Read and answer the question below. Write at least 2 paragraphs.</p> <p>Some people like to travel in a car. Other people prefer to take the bus.</p> <ul style="list-style-type: none"> • How do you prefer to travel? Explain your answer. <hr/> <hr/> <hr/>
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Writing Section: Rating Guidelines

The following prompts outline rating guidelines for the Writing Section of MET Go!

Does the test taker:

- Address all the task requirements for each of the three writing parts? For example, in part one, is information provided about each of the three pictures in the prompt? Or, in part two, does the test taker answer all the questions in the bullet points?
- Provide sufficient details to support their response? Parts two and three aim at A2 and B1 levels of the CEFR; responses to these parts will require specific details to support the response.
- Present and connect ideas in a logical way? The organization of information helps the reader to understand the message. Do they use basic cohesive devices to also help with the understanding of relationships between ideas.
- Use verb tenses and other grammar structures accurately?
- Use simple vocabulary accurately?
- Show good use of mechanics (spelling, punctuation, and capitalization)?