

Interpreting MET Scaled Scores in Relation to the Common European Framework Levels

THE COMMON EUROPEAN FRAMEWORK

The main purpose of the Common European Framework of Reference (CEFR) is to provide a common basis for the elaboration of language syllabi, examinations, and textbooks. Many educators find it useful in that it describes in a comprehensive way what language learners have to learn to do in order to use a language effectively for communication. The CEFR describes language proficiency at six main levels:

- A1 – A2 (Basic User)
- B1 – B2 (Independent User)
- C1 – C2 (Proficient User)

THE MICHIGAN ENGLISH TEST (MET)

The MET is an international examination designed and scored by Cambridge Michigan Language Assessments (CaMLA). It assesses general English language proficiency in social, educational, and workplace contexts. The MET is a paper-and-pencil test with 135 multiple-choice questions in two sections.

Section I: Listening (approximately 45 minutes).
60 questions assessing the ability to understand conversations and talks in social, educational, and workplace contexts.

Section II: Grammar and Reading (90 minutes).
25 questions testing a variety of grammar structures.
50 reading questions assessing the ability to understand a variety of texts in social, educational, and workplace contexts.

STANDARD SETTING

In order to identify the range of MET scores that correspond to proficiency levels, a standard setting study was conducted in Colombia in December 2008 with the participation of thirteen content experts from all nine locations where the MET is administered. These content experts received thorough training in using the CEFR levels and made recommendations about the minimum MET scores that correspond to each CEFR level. After performing various statistical analyses of data from test administrations and taking into account the experts' recommendations, it was found that both MET sections span from CEFR levels A2 to C1 and that they best discriminate between levels B1 and B2. This was consistent with the goals of the test development team at CaMLA.

The table on the next page shows the MET scores that correspond to CEFR levels A2, B1, B2, and C1. Some CEFR performance descriptors have been chosen to illustrate these levels. MET scores range from 0–80, but they are not percentage scores; they are standardized scaled scores, which makes it possible to compare scores across different administrations of the MET. More information about the CEFR, including the CEFR volume, can be accessed online from the Council of Europe.¹

A full technical report of the standard setting study is available on our website, www.CambridgeMichigan.org.

¹www.coe.int/T/DG4/Linguistic/CADRE_EN.asp

CEFR Level	Description	MET Section I Scaled Scores	MET Section II Scaled Scores
C1	<p>Listening Can follow most lectures, discussions, and debates with relative ease.</p> <p>Reading Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p>	64 and above	64 and above
B2	<p>Listening Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. Can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentation that are propositionally and linguistically complex.</p> <p>Reading Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p>	53–63	53–63
B1	<p>Listening Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p> <p>Reading Can understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc. Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</p>	40–52	40–52
A2	<p>Listening Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment).</p> <p>Reading Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).</p>	39 or below	39 or below