



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

The MET is an international examination designed and scored by CaMLA. It assesses general English language proficiency in social, educational, and workplace contexts.

Section I: Listening

- Approximately 45 minutes
- 60 questions
- Assesses the ability to understand conversations and talks in social, educational, and workplace contexts

Section II: Grammar and Reading

- 90 minutes
- 25 questions that test a variety of grammar structures
- 50 reading questions that assess the ability to understand a variety of texts in social, educational, and workplace contexts

Optional Speaking Test

- Approximately 10 minutes
- A 1-on-1 interaction between an examiner and the test taker
- 5 tasks designed to give the test taker the chance to talk on a number of different topics

Optional Writing Test

- 45 minutes
- 1 structured task that assesses the ability to write at the sentence level
- 1 essay task designed to give the test taker the chance to write at length, demonstrating paragraph-level writing skills

The table on the reverse of this sheet shows the MET scores that correspond to CEFR levels C1, B2, B1, and A2.



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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. **The CEFR describes language proficiency at six main levels:**

A1–A2 Basic User	B1–B2 Independent User	C1–C2 Proficient User
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MET Listening Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can follow most lectures, discussions, and debates with relative ease. (Council of Europe, 2001: 67)
53–63	B2	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. (Council of Europe, 2001: 68)
40–52	B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (Council of Europe, 2001: 66)
39 or below	A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (Council of Europe, 2001: 68)

MET Reading Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	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. (Council of Europe, 2001: 70).
53–63	B2	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. (Council of Europe, 2001: 69)
40–52	B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (Council of Europe, 2001: 69)
39 or below	A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (Council of Europe, 2001: 69)

MET Speaking Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can express him/herself fluently and spontaneously, almost effortlessly. (Council of Europe, 2001: 74)
53–63	B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (Council of Europe, 2001: 74)
40–52	B1	Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. (Council of Europe, 2001: 74)
39 or below	A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (Council of Europe, 2001: 74)

MET Writing Scores that correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64 and above	C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. (Council of Europe, 2001: 61)
53–63	B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Council of Europe, 2001: 62)
40–52	B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (Council of Europe, 2001: 61)
39 or below	A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. (Council of Europe, 2001: 61)