

SCORE REPORT



Candidate Information

JOSE CULMA	80100717	10/07/1983
Examinee's Full Name	Examinee's ID/Passport Number	Examinee's Birth Date (mm/dd/yy)
601533	01/22/2014	BOGOTÁ, COLOMBIA
Examinee's Registration No.	Date of Examination (mm/dd/yy)	City, Country

Results

Section	Score
Listening:	40
Reading and Grammar:	41
Final Score	81

General Information

- The purpose of the Michigan English Test (MET) is to evaluate general English proficiency in social, educational, and workplace contexts.
- Score results are valid for two years after the date of examination shown on this report.
- Official score reports are printed on paper with a large University of Michigan watermark.
- Tables on the reverse of this score report indicate how MET section scores correspond to the Common European Framework (CEFR) levels.
- The final score is the sum of the listening and reading sections of the test. There are no CEFR correspondences provided for the final score.
- For more information about the MET scores visit www.CambridgeMichigan.org/met.

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:

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

MET Listening Scores that Correspond to CEFR Levels C1, B2, B1, and A2

Scaled Score	CEFR Level	Description
64–80	C1	Can follow most lectures, discussions, and debates with relative ease.
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. Can follow the essentials of lectures, talks, and reports and other forms of academic/professional presentation that are propositionally and linguistically complex.
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. Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
0–39	A2	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).

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

Scaled Score	CEFR Level	Description
64–80	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.
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. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
40–52	B1	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.
0–39	A2	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).

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

Scaled Score	CEFR Level	Description
64–80	C1	Can express him/herself fluently and spontaneously, almost effortlessly.
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.
40–52	B1	Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field.
0–39	A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.