Unofficial Student Score Report

Student Name:	Diego Reyes
Test Date:	9/10/2024

	Scaled Scores	CEFR Level
Listening:	63	C1
Structure & Written Expression:	68	C1
Reading:	65	C1
TOTAL SCORE	653	

	Scaled Score	CEFR Level
Speaking:	66	C1

Pending = Please contact your Proctor to receive Speaking Score

CEFR = Common European Framework of Reference

NS = No Score

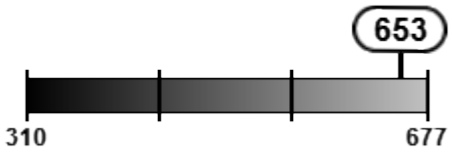
** = No CEFR Level

Student Name: REYES, DIEGO

Student Number: 1014177364

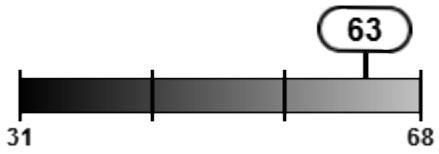
Date of Birth: 28 Apr 1986 **Gender:** M

Test Date: 10 Sep 2024



Listening Comprehension

Test takers who score between 62 and 68 may have the following strengths:

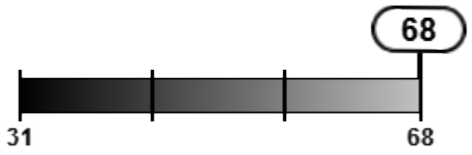


CEFR Level **C1**

- understand the main idea or purpose of a short academic lecture or extended conversation that requires integrating or synthesizing information
- recall important details presented in a discussion of academic material
- understand complex time references and temporal relationships in a short dialogue, short academic lecture or extended conversation
- understand some difficult and abstract vocabulary
- follow the essential ideas in an extended conversation or academic lecture, even if some information is not fully understood

Structure and Written Expression

Test takers who score between 64 and 68 may have the following strengths:

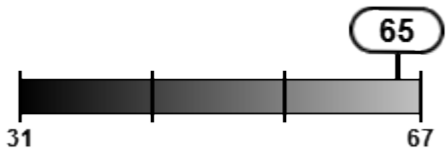


CEFR Level **C1**

- understand less familiar verb tenses, subjunctive mood and reduced clauses, such as “while eating” and “how to go”
- monitor interactions among various elements in a complex sentence for completeness of sentence structure, singular/plural agreement, etc.
- deal with idioms and multiple usages of words, such as “so” and “as”
- recognize different levels of abstraction or formality in choices, such as “in an agreement”/“in agreement” and “The star was just discovered recently”/“Only recently was the star discovered”

Reading Comprehension

Test takers who score between 60 and 67 may have the following strengths:



CEFR Level **C1**

- Follow discourse at the idea level to understand detailed information and major ideas, both explicitly stated and implied, even when:
  - texts contain an accumulation of low-frequency academic vocabulary
  - comparisons and contrasts, causal relationships, illustrations, etc., are not explicitly stated or indicated by discourse markers
  - texts are on abstract topics, such as music composition and computer animation

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Fluency

Test takers at your level are typically able to express themselves fluently with very little effort or hesitation. They have clear and well-paced speech and use stress and intonation effectively to support the meaning of what is being said.

Language

Test takers at your level can use a broad range of grammatical structures and vocabulary to express themselves with precision on most topics.

MET

Michigan English Test
Score Report

UNIVERSITY OF MICHIGAN
MICHIGAN LANGUAGE ASSESSMENT

Test Taker



DIEGO ARMANDO REYES MORA	4/28/1986
Full Name	Birthdate (mm/dd/yyyy)
501540331	12/6/2022
Test Taker ID	Date of Test (mm/dd/yyyy)
BOGOTÁ	COLOMBIA
City	Country
TEST CENTER	2000244240
Exam Location	Verification Code

Results

SCORE: 74 CEFR: C1

Section	Score	CEFR
LISTENING	71	C1
READING	66	C1
SPEAKING	80	C1
WRITING	80	C1

General Information

- The purpose of the Michigan English Test (MET) is to evaluate general English proficiency in educational, social, and workplace contexts.
- The MET is aimed at levels A2 to C1 of the Common European Framework of Reference (CEFR). See reverse for an explanation of how section scores on the MET correspond to the CEFR.
- The overall score and CEFR level reported are averages of the sections tested.
- A section score of X means the test taker was exempt from that section. A section score of 0 means the test taker did not attempt the section, or their answer was not on topic.
- MET scores represent a test taker's English language proficiency at the time the test was taken and are valid as long as the test taker's level of proficiency does not change. Because language proficiency can change over time, score users are advised to consider the test taker's experience with English since the time of the test administration in addition to the test scores themselves.
- If the exam location is listed as Remote, the test was taken in a location other than on-site at a test center. Multiple security measures are followed for remote exams. More details are available at MichiganAssessment.org.
- Authorized institutions may use the verification code to ensure the validity of results. Learn more about verifying test results at MichiganAssessment.org.
- Michigan Language Assessment reserves the right to update results or test taker information.

Cambridge Assessment English
UNIVERSITY OF MICHIGAN

The Common European Framework

MET

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

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)
27-39	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)
26 and below	Below A2	

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)
27-39	A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (Council of Europe, 2001: 69)
26 and below	Below A2	

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)
27-39	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)
26 and below	Below A2	

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)
27-39	A2	Can write a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because." (Council of Europe, 2001: 61)
26 and below	Below A2	

For more information about MET scores, including verification of scores, visit MichiganAssessment.org.

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