



ACTFL

American Council on the Teaching of Foreign Languages

certifies that

Devin Gilbert

Test Type
Official WPT

Test Date
03/25/2016

Language
English

has successfully completed the ACTFL Writing Proficiency Test (WPT) and has been rated according to ACTFL Proficiency Guidelines 2012 - Writing

Superior



Elvira Swender

Director of Professional Programs

Date Issued: 03/25/2016

LTI - The ACTFL Testing Office

• Superior - ACTFL Proficiency Guidelines 2012 - Writing

ACTFL Certified Rating System

WPT

- Superior
- Advanced High
- Advanced Mid
- Advanced Low
- Intermediate High
- Intermediate Mid
- Intermediate Low
- Novice High
- Novice Mid
- Novice Low

Superior

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error however occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.