Rubric For Writing An Argumentative Essay

Test Prep for CCSS Performance Tasks is a 64-page three book series for grades six through eight. It focuses on performance tasks aligned with the Common Core State Standards (CCSS) for English Language Arts/Literacy. The series will help familiarize students with tasks and language they may encounter in Common Core assessments. Each book include instruction resources, rubrics, instructional overview, instructional strategies, and resources for each performance task. Mark Twain Media Publishing Company specializes in providing captivating, supplemental books and decorative resources to complement middle- and upper-grade classrooms. Designed by leading educators, the product line covers a range of subjects including mathematics, sciences, language arts, social studies, history, government, fine arts, and character.

Under pressure and support from the federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The NCME series editorial board is comprised of Michael J. Kolen, Chair; Robert L. Brennan; Wayne Camara; Edward H. Haertel; Suzanne Lane; and Rebecca Zwick.

This book discusses evidence-based practices related to the use of blended learning in both K-12 and higher education settings. Specifically, this book features evidence-based practices in relation to the following five learning goals: (a) Fostering students' attitude change toward country, (b) Helping students' solve ill-structured design task problems, (c) Improving students' critical thinking in assessing sources of information, (d) Improving students' narrative and argumentative writing abilities and (e) Enhancing students' knowledge retention and understanding. To achieve this aim, the authors draw upon their own research studies as well as some other relevant studies to reveal the pedagogical approaches, the specific instructional/learning activities, the technologies utilized and the overall framework for developing blended learning experiences.

180 Days of Writing is an easy-to-use resource that will teach sixth grade students to become efficient writers. Each two-week unit covers one writing standard centered on high-interest themes. Through daily practice that is easy to implement, students will strengthen their language and grammar skills while practicing the steps of the writing process including prewriting, drafting, revising, and editing. Helpful tools are provided to help teachers differentiate instruction and for formative assessment. These standards-based activities correlate to state standards and College and Career Readiness. ?? ??

Focusing on narrative, expository, and persuasive writing and poetry, this guide provides strategies and tools to facilitate writing development for English learners in Grades 2–8.

Get The Official ACT Prep Guide 2019-2020 plus hours of ACT Online Prep with this unique bundle from the makers of the ACT This updated edition includes: The Official ACT Prep Guide 2019-2020 Six-months access to the ACT Online Prep platform Seven full-length practice tests including a NEW never-before-seen, test (five tests in book and two online) Optional writing tests More than 2,400 online questions that can be filtered and organized into practice sets Detailed explanations for every answer along with tips for boosting your score on the English, math, reading, science, and optional writing tests Free mobile app for on-the-go learning Game center to test further knowledge Flashcards customized for individual review needs and learning paths Daily goals and tracking to help maintain focus Advice and guidance for test day The Official ACT Prep Pack 2019-2020 is the only guide from the makers of the ACT exam and includes actual ACT test forms taken from past exams as well as access to ACT Online Prep tools. ACT Online Prep is an adaptive computer-based learning program, which means it will adjust to your learning curve and provide you a customized study plan based on your performance and the amount of time you have before test day! You'll find a unique access code in the book along with instructions on how to start using ACT Online Prep. Once you register, you will have access to ACT Online Prep for six months. Whether you like to learn through reading, prefer practicing online, or a little of both, The Official ACT Prep Pack 2019-2020 has the tools and strategies you need to prepare for the ACT – your way – so you'll feel comfortable and confident tackling the ACT test.

The only guide from the makers of the ACT exam, packed with 5 genuine, full-length practice tests and 400 additional questions online This new edition includes: A NEW never-before-seen, full-length practice test with optional writing test (215 questions) 400 online questions that can be filtered and organized into custom practice sets Updated writing prompts and directions Real ACT test forms used in previous years The Official ACT Prep Guide 2019-2020 is the only guide from the makers of the exam and includes actual ACT test forms taken from past ACT exams. This updated edition includes 5 actual ACT tests (all with optional writing test) to help you practice at your own pace and discover areas where you may need more work. The Official ACT Prep Guide 2019-2020 provides detailed explanations for every answer and

practical tips on how to boost your score on the English, math, reading, science, and optional writing tests. You'll also get access to special online bonus content developed with the test taking experience in mind: Practice with 400 additional test questions that can be organized, filtered, and tracked for performance Take a closer look at test day, learn what to expect, and get familiar with the test-taking strategies that are right for you The Official ACT Prep Guide 2019-2020 is your definitive guide to getting ready for the ACT and feeling confident and comfortable on test day!

Reading and writing are skills which can be easily practiced in an English as a Foreign Language (EFL) environment, and are particularly important for academic improvement and life-long learning. The book includes an overview of theoretical and practical issues of methods of teaching EFL reading and writing, as well as some research on related topics in Georgia. It deals with such issues as theories of reading and writing, reading and writing activities, motivation, and assessment. It focuses on EFL, as, in Georgia, there is no English-language environment apart from the classroom where students can develop their communicative skills. The contributors to this volume work at the International Black Sea University, where tuition is mostly conducted in English, and, correspondingly, teaching English is one of the main research priorities.

Stronger Writing Skills for Teens offers middle and high school teachers strategies, techniques, and materials for teaching adolescent writing. It focuses on quality writing instruction and presents the modes of writing as defined by Common Core State Standards, with strategies, tips, and suggestions for teaching each mode.

Academic Writing for Military Personnel is written for members of the military who are either new to or re-entering the academic community and who need to familiarize themselves with academic writing. The authors, an experienced writing instructor and a retired military officer, show how persuasive academic writing enhances officers' effectiveness in their regular duties, especially as they reach more senior levels of service. They explain the differences between staff writing and academic writing, and outline some of the common errors military personnel make when transitioning from one to the other. The book's chapters outline the value of strong written communication skills, the research process, the writing process, academic referencing, and frequent grammatical and syntactical errors. Specific examples chosen with a military audience in mind are integrated throughout the book to provide the reader with relevant and practical guidance. The book concludes with a discussion on how officers can use the knowledge they have acquired through their professional experiences in their academic work. As the only comprehensive guide to effective academic writing designed specifically for military personnel, this book will be a crucial addition to the libraries of junior and senior officers in militaries worldwide.

Test Prep for CCSS Performance Tasks is a 64-page three book series for grades six through eight. It focuses on performance tasks aligned with the Common Core State Standards (CCSS) for English Language Arts/Literacy. The series will help familiarize students with tasks and language they may encounter in Common Core assessments. Each book include instruction resources, rubrics, instructional overview, instructional strategies, and resources for each performance task. --Mark Twain Media Publishing Company specializes in providing captivating, supplemental books and decorative resources to complement middle- and upper-grade classrooms. Designed by leading educators, the product line covers a range of subjects including mathematics, sciences, language arts, social studies, history, government, fine arts, and character.

This volume highlights some of the main issues and questions surrounding the field of second language (L2) writing, and includes 14 chapters authored by contributors from a wide variety of geographical regions including, but not limited to, North America, Europe, Australia, and Asia. The authors are all experienced L2 writing researchers, and their contributions will enhance the reader's understanding of issues related to L2 writing. Considering the breadth and the depth of the issues raised and discussed, the book will appeal to a wide readership, including postgraduate students of Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics (AL), and both early-career and experienced TESOL/AL researchers.

With the unrelenting spread of globalization, the English language has been firmly established as the Lingua Franca. Now more than ever, the importance of learning English is paramount within nearly all professional and educational sectors. English for Specific Purposes (ESP) has long been accepted as an effective method for teaching English as a foreign language. In recent years, it has experienced an increasing presence in secondary and tertiary education across the globe. This is predominantly due to its learner-centered approach that focuses on developing linguistic competence in the student's specific discipline, may that be academics, business or tourism, for example. Positioning English for Specific Purposes in an English Language Teaching Context attempts to present and define the relevance and scope of ESP within English Language teaching. From mobile phones as educational tools to the language needs of medical students, the contributors to this volume examine and propose different epistemological and methodological aspects of ESP teaching. Its unique approach to ESP marks this volume out as an important and necessary contribution to existing ESP literature, and one that will be of use to both researchers and practitioners of ESP.

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Author Thomas McCann invites readers to rethink their approach to teaching writing by capitalizing on students' instinctive desire to talk. Drawing on extensive classroom research, he shows teachers how to craft class discussions that build students' skills of analysis, problem-solving, and argumentation as a means of improving student writing. McCann demonstrates how authentic discussions immerse learners in practices that become important when they write. Chapters feature portraits of teachers at work, including transcripts that reveal patterns of talk across a set of lessons. Interviews with the teachers and samples of student writing afford readers a deeper understanding of process. Students also report on how classroom discussions supported their effort to produce persuasive, argument-driven essays. Book Features: A focus on "the thinking behind the practice," as opposed to a collection of lesson ideas. Connections to important elements from the Common Core State Standards, especially arguments writing. Examples of students at work with examples of the writing that emerges from their discussions. Portraits of skilled teachers as they promote inquiry and sequence and facilitate discussions. Appendices with problem-based scenarios, interview questions for students and teachers, samples of debatable cases in the news, and more. "In this important book, Tom McCann has given us not only the admonition to change, but the details about what effective change must be and what it looks like, evidence that it works effectively, and details about how to bring it to pass." —From the Foreword by George Hillocks, Jr., Professor Emeritus, Department of English, University of Chicago. "For a professional book to have an impact on the field, it needs to address a perceived need. Writing arguments for Common Core performance assessments is a HUGE need right now that this book helps address." —Carol Jago, associate director, California Reading and Literature Project, UCLA.

"400 additional practice questions available online"--Cover.

With examples of validation studies, this book demonstrates how to design research investigating the validity of language tests. "Of the over one hundred new publications on the Common Core State Standards (CCSS), this one truly stands out! In the second edition of Building Academic Language, Jeff Zwiers presents a much-needed, comprehensive roadmap to cultivating academic language development across all disciplines, this time placing the rigor and challenges of the CCSS front and center. A must-have

resource!" —Andrea Honigsfeld, EdD, Molloy College "Language is critical to the development of content learning as students delve more deeply into specific disciplines. When students possess strong academic language, they are better able to critically analyze and synthesize complex ideas and abstract concepts. In this second edition of Building Academic Language, Jeff Zwiers successfully builds the connections between the Common Core State Standards and academic language. This is the 'go to' resource for content teachers as they transition to the expectations for college and career readiness." —Katherine S. McKnight, PhD, National Louis University With the adoption of the Common Core State Standards (CCSS) by most of the United States, students need help developing their understanding and use of language within the academic context. This is crucially important throughout middle school and high school, as the subjects discussed and concepts taught require a firm grasp of language in order to understand the greater complexity of the subject matter. Building Academic Language shows teachers what they can do to help their students grasp language principles and develop the language skills they'll need to reach their highest levels of academic achievement. The Second Edition of Building Academic Language includes new strategies for addressing specific Common Core standards and also provides answers to the most important questions across various content areas, including: What is academic language and how does it differ by content area? How can language-building activities support content understanding for students? How can teachers assist students in using language more effectively, especially in the academic context? How can academic language usage be modeled routinely in the classroom? How can lesson planning and assessment support academic language development? An essential resource for teaching all students, this book explains what every teacher needs to know about language for supporting reading, writing, and academic learning.

This book helps teachers and teacher librarians effectively collaborate to teach students the concept of the Big6 and complete research projects in meaningful and memorable ways.

Like three guides in one, Scientific Argumentation in Biology combines theory, practice, and biological content. This thought-provoking book starts by giving you solid background in why students need to be able to go beyond expressing mere opinions when making research-related biology claims. Then it provides 30 field-tested activities your students can use when learning to propose, support, and evaluate claims; validate or refute them on the basis of scientific reasoning; and craft complex written arguments. Detailed teacher notes suggest specific ways to use the activities to enrich and supplement (not replace) what you're doing in class already. You'll find Scientific Argumentation to be an ideal way to help your students learn standards-based content, improve their practices, and develop scientific habits of mind.

Argumentative Writing in a Second Language is a collection on teaching argumentative writing, offering multiple vantage points drawn from the contributors' own experiences. The value of argumentative writing cannot be overstated and yet, very little attention is spent on training teachers how to teach it. Additionally, the term argumentative is often confused with "persuasive" and other terms that add to students' confusion as to what type of writing they are supposed to do. The volume distinguishes between "learning to argue" and "arguing to learn" theories and practices. Part I of the volume is discussion-oriented while Part II shares classroom-based research on practices that account for L2 writers' characteristics and specific needs. Included are chapters on online teacher resources, assessment of argumentative writing, specific challenges for Chinese writers, source-based writing, and approaches for learner autonomy.

The Test of English as a Foreign Language TM (TOEFL®) is used by more universities worldwide than any other test to assess English language proficiency for academic admission and placement decisions, and to guide English language instruction. This landmark volume provides a detailed description and analysis of Educational Testing Service's research and development efforts to develop a major revision of the TOEFL® test. The result is a book that serves as a case study of test design drawing upon theory in the complex domain of English language proficiency while attempting to meet standards of educational measurement. Building a Validity Argument for the Test of English as a Foreign LanguageTM is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision, explain the research and development process, and provide the results of the validation process. Through its treatment of one test, it expands on and tests principles and approaches to educational measurement, providing an in-depth, integrated perspective on the overall process of test revision. Moreover, because the conceptual foundation and history are presented alongside the empirical studies and validity argument, these sometimes disparate areas are presented in a way that demonstrates their connections – an approach which represents a departure from, or extension of, conventional materials on test revision. This volume is particularly relevant for professionals and graduate students in educational measurement, applied linguistics, and second language acquisition as well as anyone interested in assessment issues.

Based on their scores on a proficiency test, the 894 participants in this study were grouped into three experimental groups (EG) and three control groups (CG). They attempted an argumentative writing task and the Cornell Critical Thinking Test, Form Z (CCTT-Form Z) as the pre-test. While CG participants received no treatment or placebo, EG participants received a three-week workshop treatment aimed at reconstructing their critical thinking and argumentation abilities. Two weeks after the workshop, all participants in all EG and CG groups attempted the same writing task and the Cornell Critical Thinking Test, Form Z (CCTT-Form Z) as the post test. SPANOVA analyses revealed that EFL writing performance will boost if EFL students' are helped to deconstruct, and then reconstruct, their cognitive and thought patterns for appropriate argumentation. The Multiple Trait Scoring Rubric for scoring students' writing (based on Hyland, 2003, p231) is appended.

As teaching strategies continue to change and evolve, and technology use in classrooms continues to increase, it is imperative that their impact on student learning is monitored and assessed. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Educators must remain up-to-date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel. Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance-based assessment techniques and applications within educational settings. Highlighting a range of topics such as learning outcomes, assessment design, and peer assessment, this multi-volume book is ideally designed for educators, administrative officials, principals, deans, instructional designers, school boards, academicians, researchers, and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

This volume culls scholarship on both what high literacy is and how it is developed. Descriptions of each component of high literacy (reading, writing, dialogic engagement, and epistemic cognition in literary reasoning) and how they relate to the others are followed by inspirational illustrations of high literacy instruction in practice.

The Official ACT Prep Guide 2018 and ACT Online Prep have been combined to make the most comprehensive guide written by the makers of the ACT: The Official ACT Prep Pack. ACT Online Prep is an adaptive computer-based learning program, which means it will adjust to your learning curve and provide you a customized study plan based on your performance and the amount of time you have before test day! An access card within the book provides your unique access code along with instructions on how to start using ACT Online Prep. Once you register, you will have access to ACT Online Prep for 6-months. The Official ACT Prep Pack is a powerful tool providing you: The Official ACT Guide 2018 bestselling book 6-months access to ACT Online Prep 5 genuine full-length practice tests (three in current book and two online) Optional Writing tests 2,400+ additional online practice questions Free mobile app for on-the-go learning Game center to further test knowledge Flashcards customized for individual review needs Custom or standard learning paths Daily goals and tracking to help maintain focus Advice and guidance for test day By using the strategies and tools provided in The Official ACT Prep Pack, you can feel comfortable and confident that you're prepared to do your best on test day.

This book is the ONLY Official Beginner's Guide in the market from the makers of the ACT test and it provides students with all the information they need to know about the enhancements made to The ACT as well as ways to start preparing for the ACT. Learn firsthand from ACT about section retesting, the option for faster results through online testing and an ACT provided superscore. This guide also will allow you to start your prep with an online version of the PreACT Diagnostic test and an official ACT full practice test included in the book and online. The Official Beginner's Guide Includes: Information about the new enhancements to the ACT Exam and scoring information about the ACT test One full length online PreACT Diagnostic test An Official ACT practice test offered in the book and online The Official Beginner's Guide for the ACT® is the best place to start, learn about the ACT, and begin your prep towards success! PreACT Diagnostic is an online version of the PreACT and is designed to provide a practice experience for students who are planning to take the ACT. PreACT Diagnostic provides Composite, Subject, and STEM scores along with predicted ACT score ranges and helps students to identify areas of strength and weakness for further preparation for the ACT. The ACT measures students' achievement in core academic areas important for college and career success : English, math, reading, science, and (optionally) writing.

Make every student fluent in the language of learning. The Common Core and ELD standards provide pathways to academic success through academic language. Using an integrated Curricular Framework, districts, schools and professional learning communities can: Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards-centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

To develop strong disciplinary literacy skills, middle and high school students need to engage with diverse types of challenging texts in every content area. This book provides a blueprint for constructing literacy-rich instructional units in English language arts, science, and social studies. The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before, during, and after reading. Presented are ways to build academic vocabulary and background knowledge, teach research-based comprehension strategies, and guide effective discussions and text-based writing activities. Chapters also cover how to teach students to write argumentative, informative, and narrative essays, and to conduct discipline-specific inquiry. Special features include sample text sets and 24 reproducible planning templates and other teaching tools; purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.

Peterson's Master the GRE 2014: Analytical Writing is an in-depth resource for preparing for the Issue Task and the Argument Task of the GRE revised General Test. This ebook will first familiarize you with the Issue Task: how the issue prompt is set up, what you need to do with it, and how the scoring process works. It will then discuss the scoring rubric that is used to evaluate your essay. You will review the components of a successful issue essay and work through six sample essays. Following this are basic information about the argument task, the type of question you'll encounter, and the instructions that follow it. This guide will walk through strategies that will aide you in crafting a successful response. The review will end with a sample argument task and six responses, complete with analyses based on the official scoring rubric.

Both educators and their students are involved in the process of assessment – all parties are expected to meet and exceed expectations in the face of competing conditions. New practices are being developed to enhance students' participation, especially in their own assessment, be it though peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Though widely researched, few have measured these innovations' effectiveness in terms of satisfaction, perceived learning, or performance improvements. Innovative Practices for Higher Education Assessment and Measurement bridges the gap between political discourse, theoretical approach, and teaching practices in terms of assessment in higher education. Bringing new insights and presenting novel strategies, this publication brings forth a new perception of the importance of assessment and offers a set of successful, innovative practices. This book is ideal for educators, administrators, policy makers, and students of education.

The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and

practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in technology, the evolution of psychometric theory, and the increased demands for effective tests via educational policy, the editors of this edition include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, The Handbook of Test Development, 2nd edition, is based on the revised Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries serving these groups.

History is not a mere chronicle of facts, but a dialogue between competing interpretations of the past; it should be taught as such. Teaching history in this way makes it both intellectually demanding and more interesting, while at the same time helps students acquire the knowledge and skills necessary to become functioning citizens in a democracy. The opening chapters provide the rationale for the study of history, its epistemological basis, and the logic of the discipline. The bulk of the book deals with practical ways to help students acquire, process, and apply information. In particular, it addresses the specific thinking skills required by the discipline, with many effective techniques for helping students to master them. The implications of this approach for teacher evaluation of student work are also addressed.

Project-Based Learning Tasks for Common Core State Standards is designed to help middle-school students use research skills, teamwork, communication, and critical thinking to solve real-life problems. Includes a Common Core State Standards matrix. --Mark Twain Media Publishing Company specializes in providing captivating, supplemental books and decorative resources to complement middle- and upper-grade classrooms. Designed by leading educators, the product line covers a range of subjects including mathematics, sciences, language arts, social studies, history, government, fine arts, and character. Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards. Since 1977, Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources.

Electronic portfolios are used in many institutions worldwide. Despite the numerous benefits, few studies have investigated the usefulness of the ePortfolio in the writing classroom, in general, and looked into providing reliable and valid scoring rubrics to assess L2 writing ePortfolios, in particular. The purpose of this study is to build a validity argument for WASPER, an analytic rubric developed for L2 writing ePortfolios, using Bachman and Palmer's (1996) test qualities and Bachman's (2005) Assessment Use Argument as a basis. Validity is established by evaluating the empirical data that serve as the backing for the inferences of the interpretive argument, in light of evidentiary reasoning. The five claims of the argument-based approach to validity are: (1) WASPER is a reliable tool to assess L2 academic writing ePortfolios; (2) WASPER is relevant to the construct being measured; (3) WASPER corresponds to a more authentic way of assessing academic writing for L2 students in the TLU domain; (4) WASPER has the potential to positively impact on the teaching and learning of L2 academic writing; and, (5) WASPER's development was practical, and it is a practical scale to use to assess writing ePortfolios. The L2 writing ePortfolio assessment was implemented for one semester with B.Ed. students, at the Institute of Education, International Islamic University Malaysia. Thirty-eight students participated in this study, along with thirteen raters. The mixed method approach, and the Process Model (Chatterji, 2003) for the design and validation of rating scales, were both used to develop and validate WASPER. Both qualitative and quantitative data were collected to serve as evidence to back the warrants or reject the rebuttals in the validity argument. The Many-facet Rasch Measurement (MFRM) was used to evaluate the quantitative data. Anonymous feedback forms, standard open-ended interviews and classroom observation notes were used to elicit the raters' and students' perceptions of the usefulness of the sale and the ePortfolio assessment in general. The results indicated that the five-point scoring rubric WASPER is a reliable and valid instrument for the purpose of assessing L2 writing ePortfolios. The FACETS analysis showed that the WASPER rating scale categories were all ordered and functioned appropriately. A reliability of 0.81 with a 19% error variance indicated that the examinees were well differentiated in three levels of ability. However, it was found that the criterion Ease of Navigation should be removed from WASPER as it is related and has an impact on the assessment of the other criteria. Evidence was also found that WASPER corresponds to an authentic way of assessing L2 writing and has a positive impact on students and raters. The limitations and implications of the use of WASPER, as well as suggestions for refinement in future rounds of validations are discussed.