# **Persuasive Learning Progressions**

Descriptor	Persuasive Scale	Student Performance Distribution
They write a well-reasoned and convincing argument. The introduction, body and conclusion are structured to drive the argument. The ideas are often topical relevant and effective given the intended audience or issue being addressed.	600 580 560	
They write a well-developed argument. Ideas may be complex and address relevant social and global topics. The conclusion reinforces the argument, and may include reflection on the topic, a call to action, synthesis of ideas, or a recommendation for a way forward.	<u>54</u> 0 <u>52</u> 0	
Writes an argument that is engaging and persuasive. Their introduction provides a clear position statement, they include detailed supporting evidence and they reinforce their position in the conclusion. They use a range of simple, compound and complex sentences for effect.	100	
They write an argument that is clear and has clearly signalled structural components such as an introduction, a body and a conclusion or closing statement. They attempt to persuade the reader by including substantial content They also attempt to persuade by directly addressing the reader, by being authoritative or appealing to a set of beliefs.	440 420 400	
They write an argument that includes a brief statement of position, supporting ideas, some of which may be developed and attempts a conclusion. Attempts to engage the reader, often by using emotive language and using some precise of descriptive vocabulary that suits the topic.		▲
They write an argument some of which is clear. They begin to elaborate on their ideas and they may try to engage the reader. They are starting to use a wider range of punctuation and they spell common words correctly.	<u>32</u> 0 300 280	<ul> <li>¥5</li> <li>¥4</li> </ul>
<ul> <li>They write a text that includes a few simple reasons to support their stated position. They construct sentences to convey simple justifications and they use some punctuation correctly. They spell a small range of simple words and common words correctly.</li> </ul>	<u>26</u> 0 <u>24</u> 0 <u>22</u> 0	Y3
They write a simple text that has a beginning sense of being a persuasive text and much of the text can be understood. They start to write in sentences and to	<u>20</u> 0	

and much of the text can be understood. They start to write in sentences and to 170 punctuate these sentences. They spell a small range of simple words correctly.

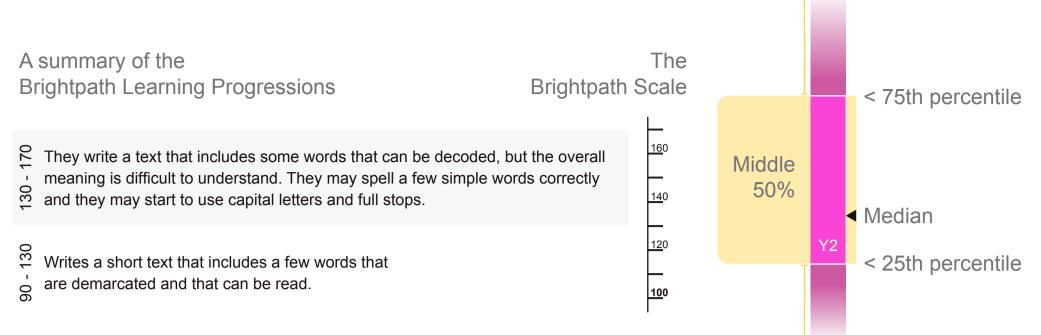
170 They write a text that includes some words that can be decoded, but the overall meaning is difficult to understand. They may spell a few simple words correctly т 130 and they may start to use capital letters and full stops.

90 - 130 Writes a short text that includes a few words that are demarcated and that can be read.

50 - 90 Understands that writing carries meaning and uses strings of known letters to represent their ideas.



## **Interpreting the Display**



Distribution of Student Performance				
Median	75th percentile	25th percentile	Middle 50%	Bar Extensions
✓ Median – the middle score of all student's scores in the year level	Upper box boundary – 75th percentile - indicates 75% of students have reached this score or lower	Lower box boundary - 25th percentile – indicates 25% of students have reached that score or lower	50 % of students in a given year level perform between the boundaries of the score recorded for 25th percentile and 75th percentile	The extension of the colour bars signifies the spread of scores for that year level excluding outliers, i.e. there may be scores that are even lower or higher than this but are uncommon.

The student performance distributions were derived based on data collected in 2020 on the persuasive scale.

Number of assessments per year level						
Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
440	3,432	8,492	11,413	11,359	11,293	10,655

# More about Brightpath

The Brightpath assessments have been designed to provide teachers with detailed information about their students' progression in writing and what their students need to learn next.

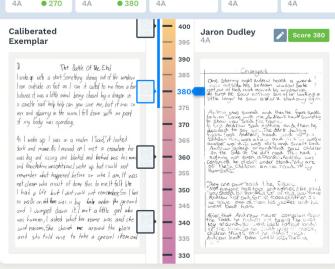
#### How it works

- 1. Students complete the Brightpath writing assessments on paper, or online within the Brightpath software.
- 2. Teachers assess their students' work against calibrated exemplars.
- 3. Feedback about students' strength and weaknesses is immediate.

Ainsley Barr	Gabriel Booth	Jaron Dudley	Alisa Hass	Kyler Hutch

Teachers can view where their students are in their learning and what they need to learn next and they can immediately use this information to differentiate their teaching and inform their lesson plans.

Teaching Points	
Narrative Scale	
Punctuate sentences.	415
• Use punctuation to control and pace story.	
	410 AP
270 to 110	



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#### 0.0.0 410

Teach students how to:

- Provide imaginative or reflective elements (humour, drama, suspense, sympathy)
- Adjust writing to account for audience, purpose and context.
- Use details to reveal uniqueness of character and/or setting; and relationships between characters.
- Use actions, dialogue, appearance to imply character and/or setting.
- Select language to suit audence and purpose and to enhance story-telling.
- Maintain noun/verb agreement and tense within a sentence.
- Position dependent clauses correctly.
- Structure paragraphs to enhance story.
- Punctuate sentences.

