## Persuasive Learning Progressions

Descriptor

- They write a well-reasoned and convincing argument. The introduction, body and conclusion are structured to drive the argument. The ideas are often topical, o relevant and effective given the intended audience or issue being addressed.
$\circ$ 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.

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.

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.

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 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.

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 punctuate these sentences. They spell a small range of simple words correctly.

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 and they may start to use capital letters and full stops.

[^0]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.

Persuasive Scale

Student Performance Distribution

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

## Interpreting the Display

| A summary of the Brightpath Learning Progressions |  | The Brightpath Scale |  | $<75$ th percentile |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| ```ᄋ 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 and they may start to use capital letters and full stops.``` |  |  | $\bar{L}_{160}$ <br> - <br> 140$\quad$ Middle | 4 Median |
| Writes a short text that includes a few words that are demarcated and that can be read. |  |  | $\begin{array}{\|c} \mid 120 \\ \hline- \\ \hline 100 \\ \hline \end{array}$ | Y2 < 25th percentile |
| Distribution of Student Performance |  |  |  |  |
| Median | 75th percentile | 25th percentile | Middle 50\% | Bar Extensions |
| 4Median - 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.


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.



[^0]:    $\stackrel{\%}{\Gamma}$
    Writes a short text that includes a few words that are demarcated and that can be read.

