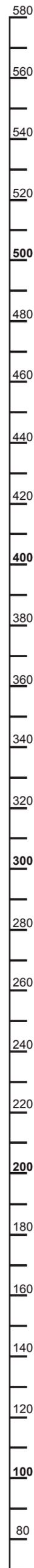


Narrative Learning Progressions

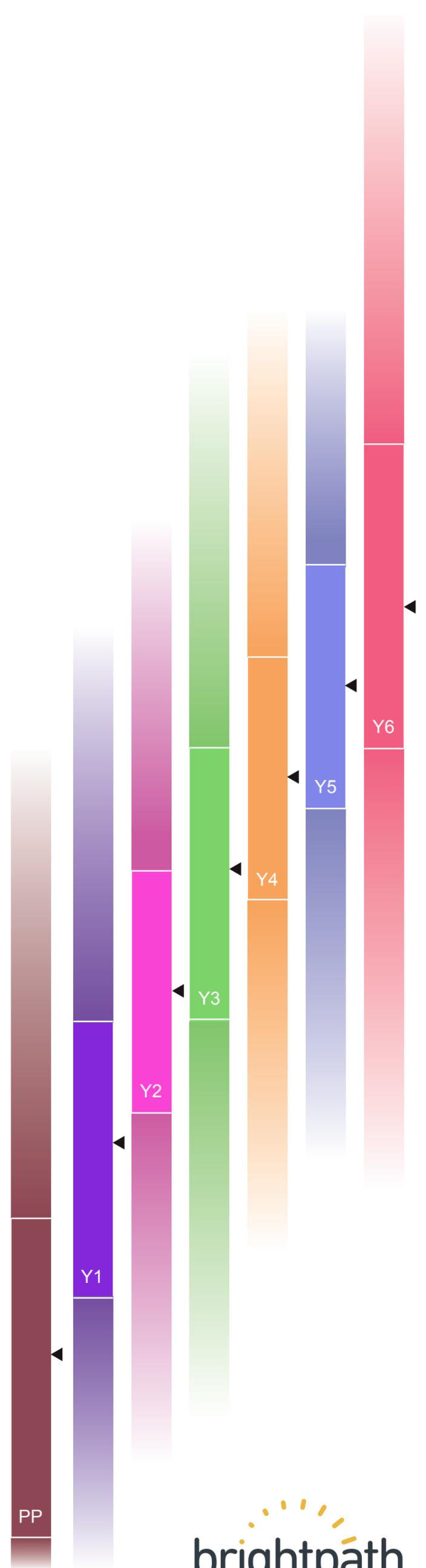
Descriptor

530 - 580	Writes a compelling story. The setting is clearly established as an integral part of the story and is developed to create atmosphere. The story may be character driven and characterisation is often very effective. They manipulate and control the features of a narrative and they select vocabulary and craft sentences to enhance their story-telling.
490 - 530	They write a narrative that is engaging or thought provoking. They manipulate the structure of their story or use humour or suspense to successfully convey their ideas. Their characters emerge through actions, dialogue or the revelation of thoughts and feelings, and the setting is an integral component of their story.
410 - 490	They write a story in which the ideas, details and events are developed and relevant. Characters emerge through description, actions, speech or narrative voice and the setting is often integral to their story. They control most language conventions.
370 - 410	They write a narrative with a distinguishable storyline, including some events that relate to the resolution. Character emerges through actions and interactions. They use descriptive and precise language and they control many of the conventions of writing.
330 - 370	They write a story with a beginning, a complication and they attempt to resolve the complication. They start to be a little more imaginative in their story-telling and they use more descriptive and precise words.
250 - 330	Their story has a beginning, complication and they attempt an ending. They start to elaborate ideas and you learn a little about their character or setting. They vary sentences a little and punctuate their sentences.
210 - 250	They write a story with a beginning and a complication and they name characters and/or their setting. They are starting to use descriptive or more precise words. They spell common words correctly.
170 - 210	There is a sense of story-telling and they name their characters. They use a small range of common words and they spell simple words correctly. They start to punctuate their writing.
130 - 170	Writes a text some of which can be understood by the reader. They correctly use some letters to represent the sounds in words, and they tend to separate words.
90 - 130	Writes a short text that includes a few words that are demarcated and that can be read.
70 - 90	Understands that writing carries meaning and uses strings of known letters to represent their ideas.

Narrative Scale



Student Performance Distribution



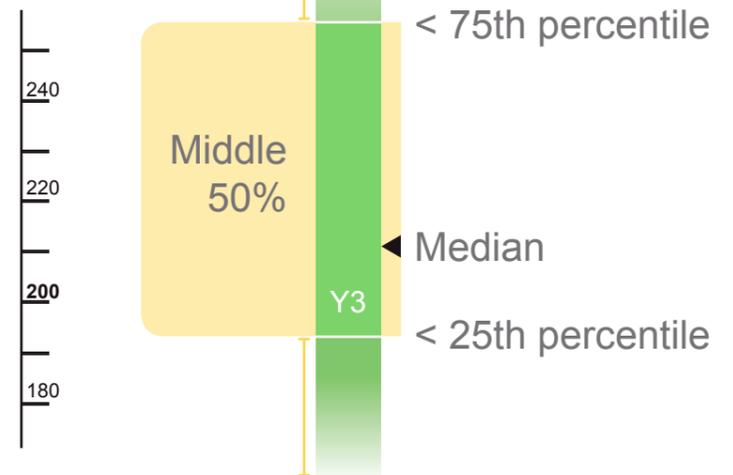
Interpreting the Display

A summary of the Brightpath Learning Progressions

210 - 250 They write a story with a beginning and a complication and they name characters and/or their setting. They are starting to use descriptive or more precise words. They spell common words correctly.

170 - 210 There is a sense of story-telling and they name their characters. They use a small range of common words and they spell simple words correctly. They start to punctuate their writing.

The Brightpath Scale



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 narrative scale.

Number of assessments per year level

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5,025	16,604	20,069	20,986	20,327	19,474	18,809

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.