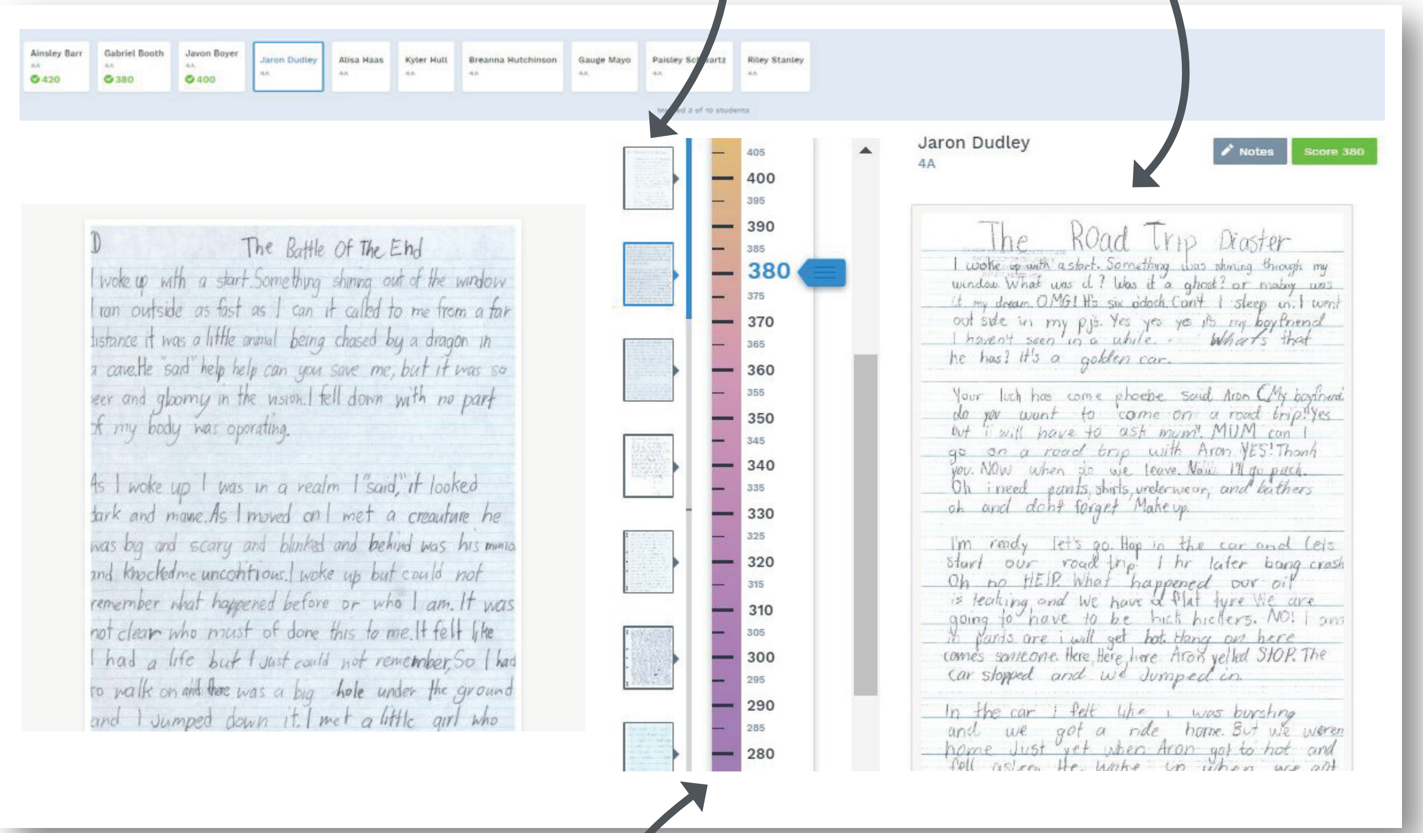
# brightpath

## The perfect tool to analyse and improve student performance.

**Calibrated exemplars**

**Student's work being assessed**

Narrative Teacher's Ruler


Ainsley Barr
4A
420
Gabriel Booth
4A
380
Javon Boyer
4A
400
Jaron Dudley
4A
Alisa Haas
4A
Kyler Hull
4A
Breanna Hutchinson
4A
Gauge Mayo
4A
Paisley Schwartz
4A
Riley Stanley
4A
Marked 3 of 10 students
405
400
395
390
385
380
375
370
365
360
355
350
345
340
335
330
325
320
315
310
305
300
295
290
285
280
Jaron Dudley
4A
Notes
Score 380

D The Battle Of The End

I woke up with a start. Something shining out of the window I ran outside as fast as I can it called to me from a far istance it was a little animal being chased by a dragon in a cave. He "said" help help can you save me, but it was so eer and gloomy in the vision. I fell down with no part of my body was oporating.

As I woke up I was in a realm I "said," it looked dark and mane. As I moved on I met a creauture he was big and scary and blinked and behind was his minio and knockedme uncohtious. I woke up but could not remember what happened before or who I am. It was not clear who must of done this to me. It felt like I had a life but I just could not remember, So I had to walk on and there was a big hole under the ground and I jumped down it. I met a little girl who

The Road Trip Diaster

I woke up with a start. Something was shining through my window What was it? Was it a ghost? or maby was it my dream. OMG! It's six o'clock. Can't I sleep in. I went out side in my pj's. Yes yes yes it's my boyfriend I haven't seen in a while. Whats that he has? It's a golden car.

Your luck has come phoebe said Aron (My boyfriend) do you want to come on a road trip!" Yes but i will have to ask mum". MUM can I go on a road trip with Aron YES! Thank you. NOW when do we leave. Now. I'll go pack. Oh i need pants, shirts, underwear, and bathers oh and don't forget Makeup.

I'm ready let's go. Hop in the car and lets start our road trip! I hr later bang crash Oh no HELP. What happened our oil is leaking and we have a flat tyre We are going to have to be hick hickers. NO! I am it pants are i will get hot. Hang on here comes someone. Here, Here, here Aron yelled STOP. The car stopped and we Jumped in.

In the car i felt like i was bursting and we got a ride home. But we weren home Just yet when Aron got to hot and

**Teachers compare their students against the calibrated exemplars to score them**

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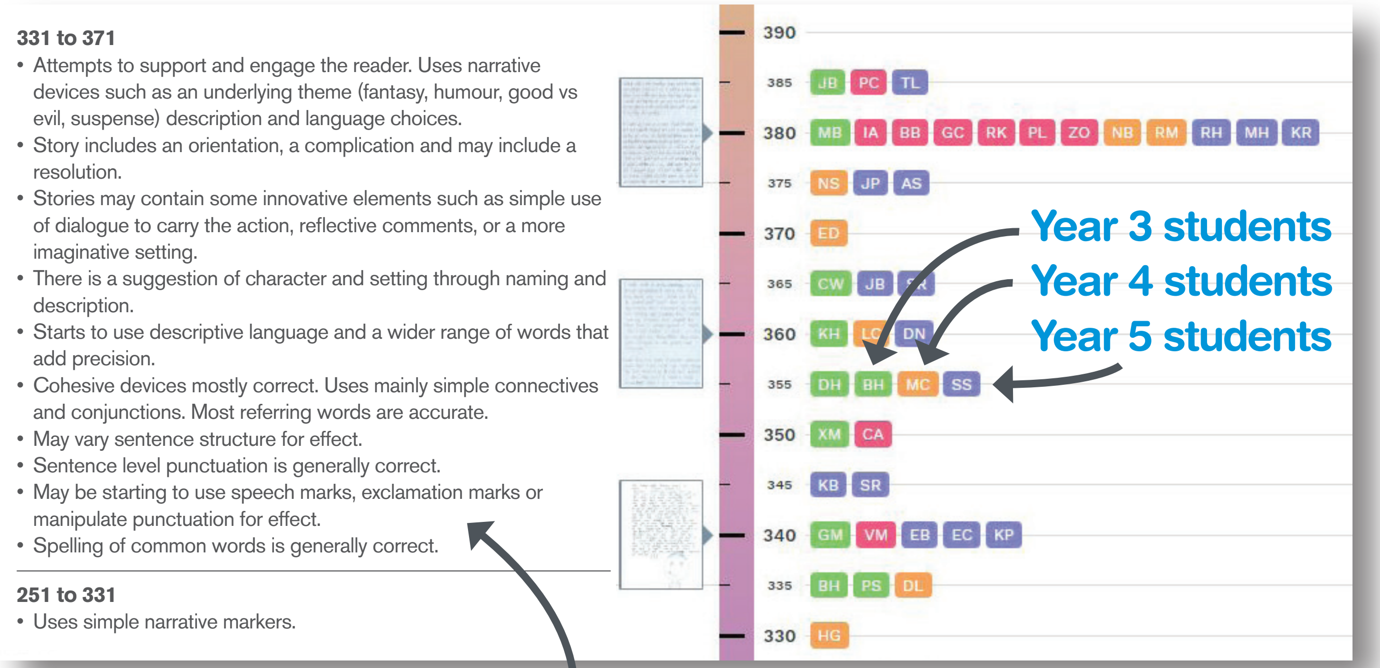
## Learning Progressions



**331 to 371**

- Attempts to support and engage the reader. Uses narrative devices such as an underlying theme (fantasy, humour, good vs evil, suspense) description and language choices.
- Story includes an orientation, a complication and may include a resolution.
- Stories may contain some innovative elements such as simple use of dialogue to carry the action, reflective comments, or a more imaginative setting.
- There is a suggestion of character and setting through naming and description.
- Starts to use descriptive language and a wider range of words that add precision.
- Cohesive devices mostly correct. Uses mainly simple connectives and conjunctions. Most referring words are accurate.
- May vary sentence structure for effect.
- Sentence level punctuation is generally correct.
- May be starting to use speech marks, exclamation marks or manipulate punctuation for effect.
- Spelling of common words is generally correct.

**251 to 331**

- Uses simple narrative markers.

390
385 JB PC TL
380 MB IA BB GC RK PL ZO NB RM RH MH KR
375 NS JP AS
370 ED
365 CW JB SR
360 KH LC DN
355 DH BH MC SS
350 XM CA
345 KB SR
340 GM VM EB EC KP
335 BH PS DL
330 HG

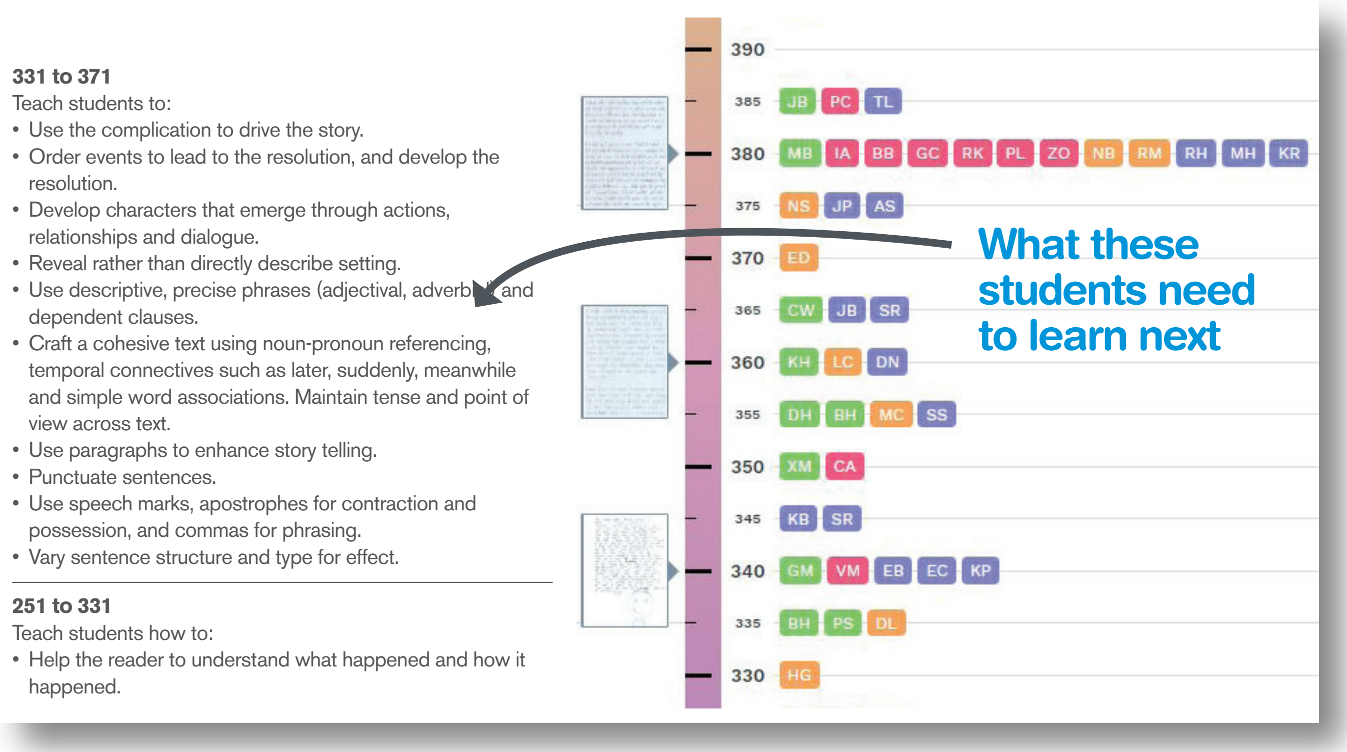
**Year 3 students**

**Year 4 students**

**Year 5 students**

**Learning Progressions**

## Teaching Points



**331 to 371**

Teach students to:

- Use the complication to drive the story.
- Order events to lead to the resolution, and develop the resolution.
- Develop characters that emerge through actions, relationships and dialogue.
- Reveal rather than directly describe setting.
- Use descriptive, precise phrases (adjectival, adverbial) and dependent clauses.
- Craft a cohesive text using noun-pronoun referencing, temporal connectives such as later, suddenly, meanwhile and simple word associations. Maintain tense and point of view across text.
- Use paragraphs to enhance story telling.
- Punctuate sentences.
- Use speech marks, apostrophes for contraction and possession, and commas for phrasing.
- Vary sentence structure and type for effect.

**251 to 331**

Teach students how to:

- Help the reader to understand what happened and how it happened.

390
385 JB PC TL
380 MB IA BB GC RK PL ZO NB RM RH MH KR
375 NS JP AS
370 ED
365 CW JB SR
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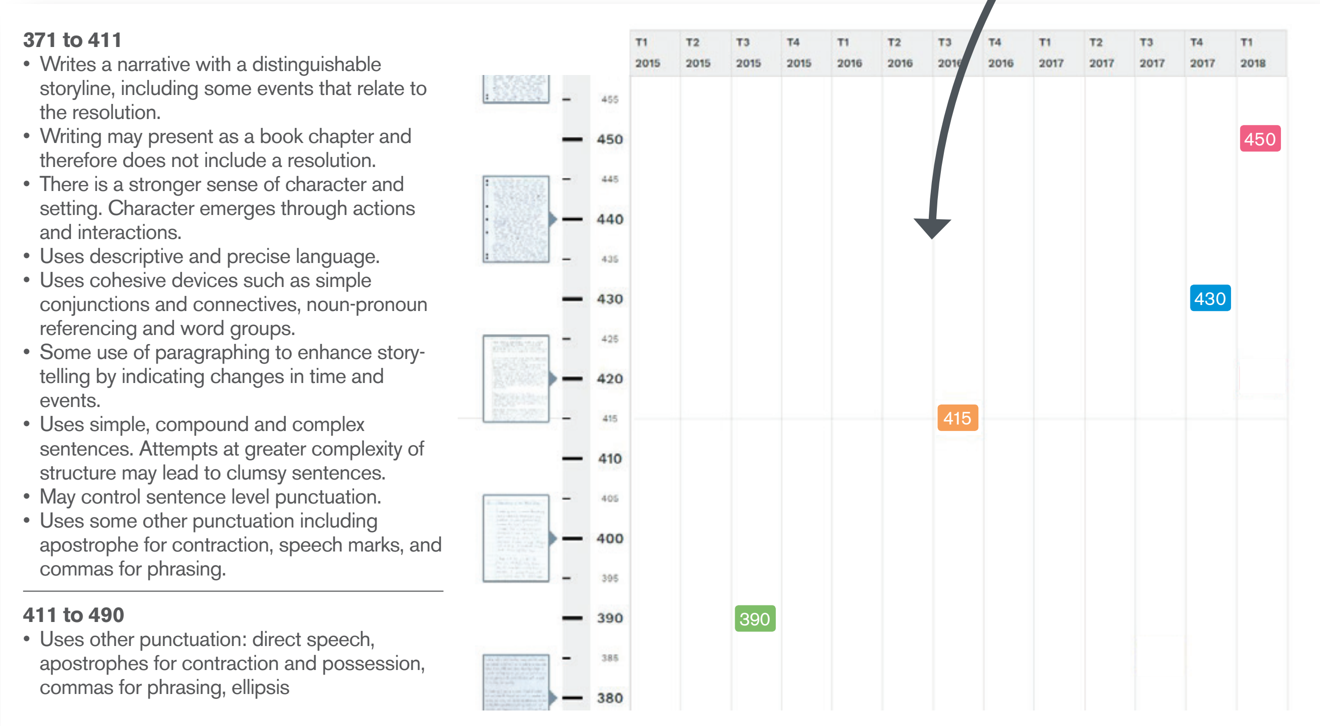
**What these students need to learn next**

## Student Progress

A student's progress over time



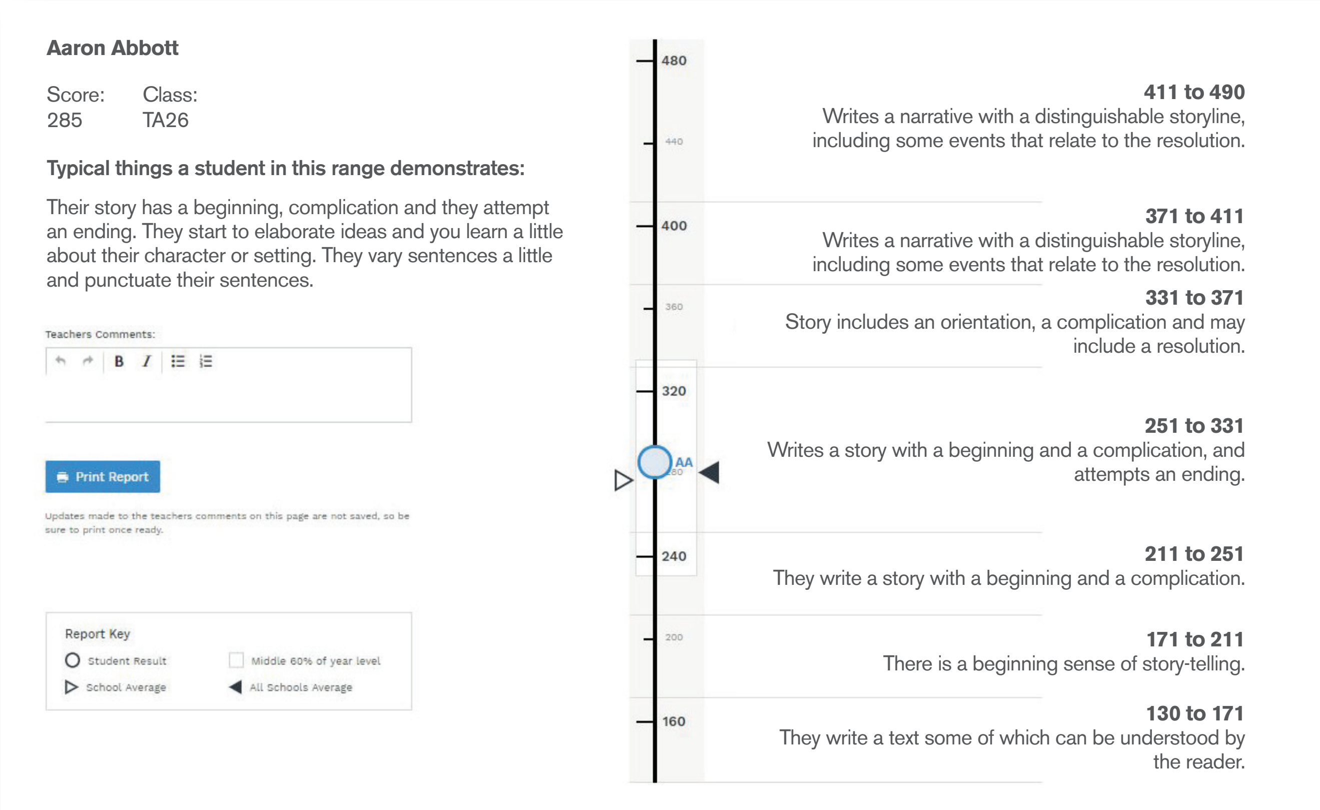
**371 to 411**

- Writes a narrative with a distinguishable storyline, including some events that relate to the resolution.
- Writing may present as a book chapter and therefore does not include a resolution.
- There is a stronger sense of character and setting. Character emerges through actions and interactions.
- Uses descriptive and precise language.
- Uses cohesive devices such as simple conjunctions and connectives, noun-pronoun referencing and word groups.
- Some use of paragraphing to enhance story-telling by indicating changes in time and events.
- Uses simple, compound and complex sentences. Attempts at greater complexity of structure may lead to clumsy sentences.
- May control sentence level punctuation.
- Uses some other punctuation including apostrophe for contraction, speech marks, and commas for phrasing.

**411 to 490**

- Uses other punctuation: direct speech, apostrophes for contraction and possession, commas for phrasing, ellipsis

## Generate a report for parents



**Aaron Abbott**

Score: 285
Class: TA26

**Typical things a student in this range demonstrates:**

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.

Teachers Comments:

Updates made to the teachers comments on this page are not saved, so be sure to print once ready.

Report Key
○ Student Result
☐ Middle 60% of year level
▷ School Average
◀ All Schools Average

**411 to 490**
Writes a narrative with a distinguishable storyline, including some events that relate to the resolution.

**371 to 411**
Writes a narrative with a distinguishable storyline, including some events that relate to the resolution.

**331 to 371**
Story includes an orientation, a complication and may include a resolution.

**251 to 331**
Writes a story with a beginning and a complication, and attempts an ending.

**211 to 251**
They write a story with a beginning and a complication.

**171 to 211**
There is a beginning sense of story-telling.

**130 to 171**
They write a text some of which can be understood by the reader.

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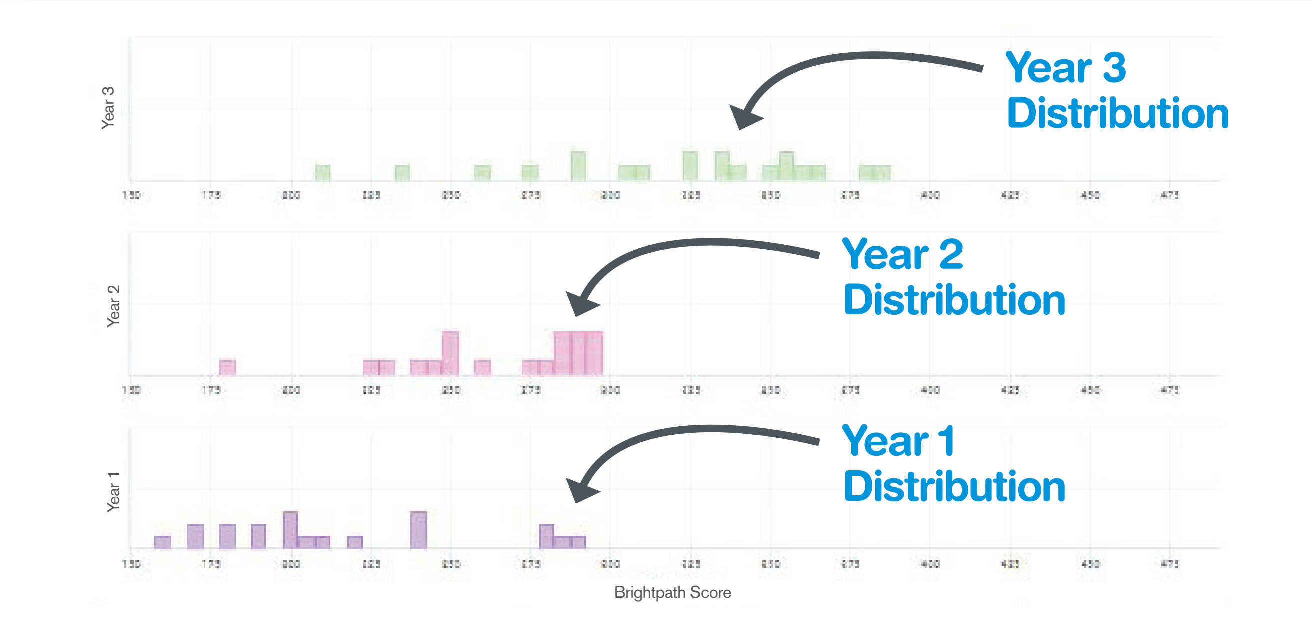
# All this from teachers' assessment of their own students

## Whole School Data

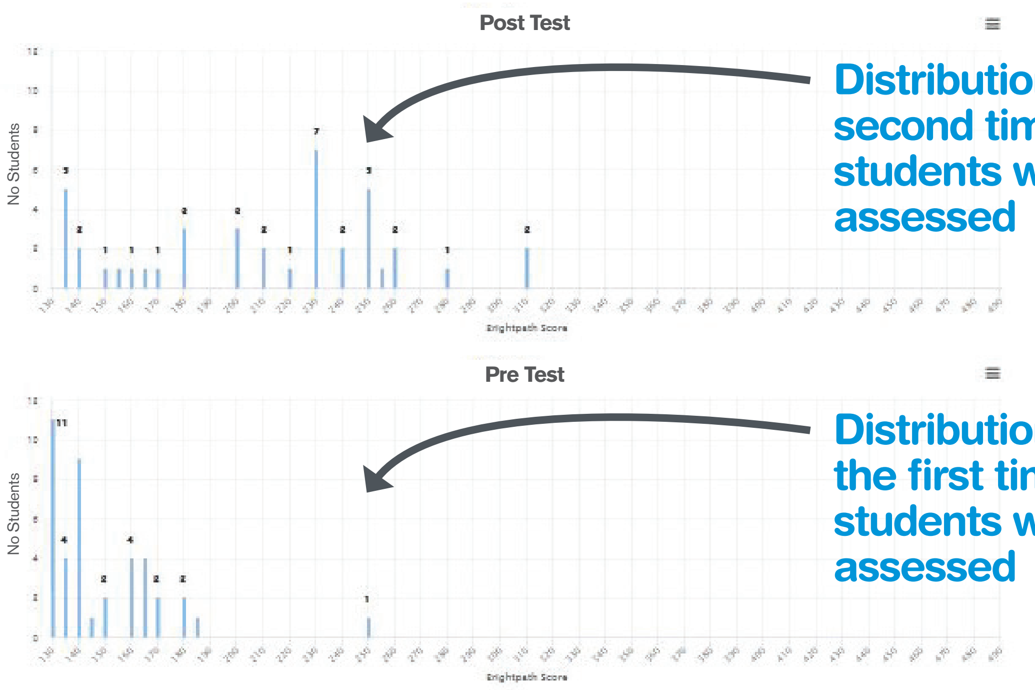


**Year 3 Distribution**

**Year 2 Distribution**

**Year 1 Distribution**

## Growth in Learning



**Distribution the second time students were assessed**

**Distribution the first time students were assessed**

| | MEAN | STANDARD DEVIATION | NUMBER |
|---|---|---|---|
| Pre-test | 149.0 | 23.1 | 41 |
| Post-test | 208.5 | 49.6 | 41 |

**The pre- and post-test means**