The perfect tool to analyse and improve student performance.

**Calibrated exemplars**

**Student’s work being assessed**

Teachers compare their students against the calibrated exemplars to score them.
# Learning Progressions

## Year 3 students
- **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.

## Year 4 students
- **331 to 371**
  - 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.

## Year 5 students
- **331 to 371**
  - 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.
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## 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.
Generate a report for parents

Student Progress

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

411 to 490
- Uses other punctuation: direct speech, apostrophes for contraction and possession, commas for phrasing, ellipsis

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.

A student's progress over time

Aaron Abbott
Score: Class:
285  TA26

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All this from teachers’ assessment of their own students

Whole School Data

Growth in Learning

The pre- and post-test means

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<th></th>
<th>Mean</th>
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<tr>
<td>Post-test</td>
<td>208.5</td>
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