

ASSESSMENT ATLAS

ASSESSMENT INTELLIGENCE

EXECUTIVEASSESSMENTREPORT

Analytical writing: argument and textual evidence · Fictional pilot

TEACHER & FACULTY INTELLIGENCE - 2027

Fictional pilot school

English Advanced

Know where they are. Know where to go next.

ASSESSMENT INTELLIGENCE

Fictional pilot school

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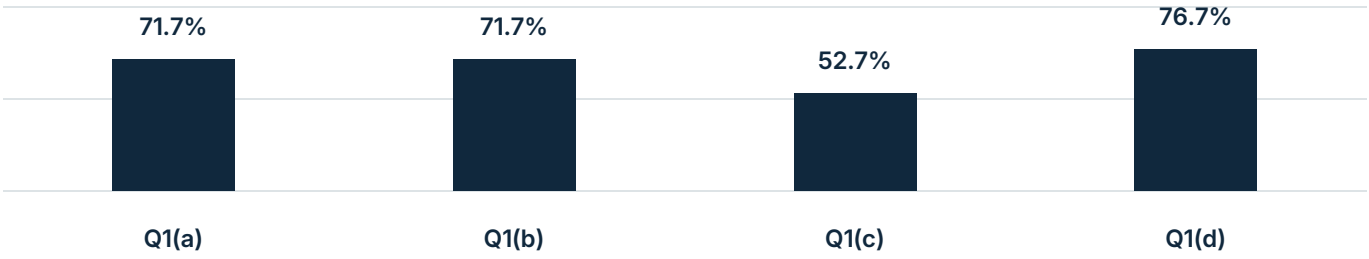
THE ASSESSMENT STORY

AVERAGE MARK	COHORT AVERAGE	STUDENT RECORDS
14 / 20	70%	12

01 / THE OVERALL PICTURE

11 of 12 students have complete results. The average mark is 14 out of 20 (70%), with a median of 75%. Complete results range from 45% to 95%.

02 / QUESTION PERFORMANCE



Percentage of available question marks / available responses

03 / WHAT THE RESULTS SHOW

The strongest observed question results included Q1(d) (76.7%) and Q1(b) (71.7%). Lower averages were recorded for Q1(c) (52.7%) and Q1(a) (71.7%). These marks identify responses to review, rather than explaining why marks were lost. The largest total of unearned marks was Q1(c) (26 marks across available responses).

04 / THE NEXT TEACHING STEP

Review Q1(c) (52.7% mean). Look for an explanation of effect rather than identification of a technique.

Question averages use available responses. Overall averages use complete records; missing marks are not treated as zero.



Teacher and faculty evidence

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Measured results, teacher-authored observations and Atlas interpretations are labelled separately. Optional feedback follows the export choices for this report.

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TEACHER-AUTHORED / OVERALL ASSESSMENT SUMMARY

Illustrative Teacher Summary: This assessment provides an initial view of separately scored writing criteria. The next response review will focus on analysis of language, using the marking criteria to agree the next teaching step.

COHORT PERFORMANCE AND DISTRIBUTION

MEASURED RESULTS

12 students. 11 complete results. Mean 70%, median 75%. Complete results range from 45% to 95%.

0 to <20%

0%

0 students / percentage of complete results

20 to <40%

0%

0 students / percentage of complete results

40 to <60%



18.2%

2 students / percentage of complete results

60 to <80%



63.6%

7 students / percentage of complete results

80 to 100%



18.2%

2 students / percentage of complete results

These intervals describe this assessment. They are not HSC bands. Missing marks remain separate from zero.

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CLASS-VERSUS-CLASS COMPARISONS

Class A

68.3%

6 complete of 6 students

Class B

72%

5 complete of 6 students

Group differences describe the available results. They do not establish a teaching effect.

INTERPRETATION / EVIDENCE LIMIT

Question statistics describe the available responses. Review original work against the marking criteria before explaining why marks were lost. Missing outcome links are reported in the curriculum section.

QUESTION PERFORMANCE

Question	Mean / max	Achievement	Responses
Q1(a)	3.6 / 5	71.7%	12
Q1(b)	3.6 / 5	71.7%	12
Q1(c)	2.6 / 5	52.7%	11
Q1(d)	3.8 / 5	76.7%	12

Q1(a) / 5 AVAILABLE MARKS

Cohort mean

71.7%

MEASURED RESULTS

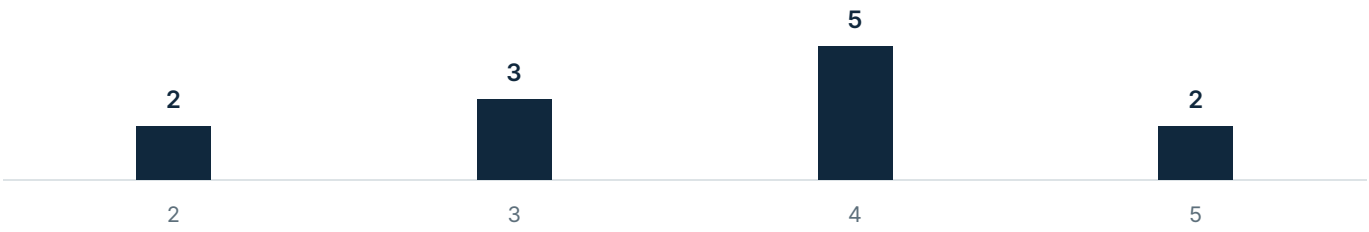
Cohort: 12 responses, 0 missing. Mean 3.6 marks. Median 4. Range 2 to 5. 2 full marks and 0 zero marks.

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QUESTION Q1(a) / CONTINUED

MARK DISTRIBUTION / OBSERVED SCORES



12 recorded responses / 0 missing / score labels in marks; bar height shows students

TASK AND CRITERIA CONTEXT

TOPIC	Argument
SCORE TYPE	separately marked rubric criterion
QUESTION	Sustain a clear argument about the text.
REVIEW FOCUS	Compare the thesis with the line of argument across the response.
PILOT MAPPING	authored fictional example, not verified NESA alignment.

CURRICULUM EVIDENCE

Entered outcome links: EAV-12-01.

Q1(b) / 5 AVAILABLE MARKS

Cohort mean

71.7%

MEASURED RESULTS

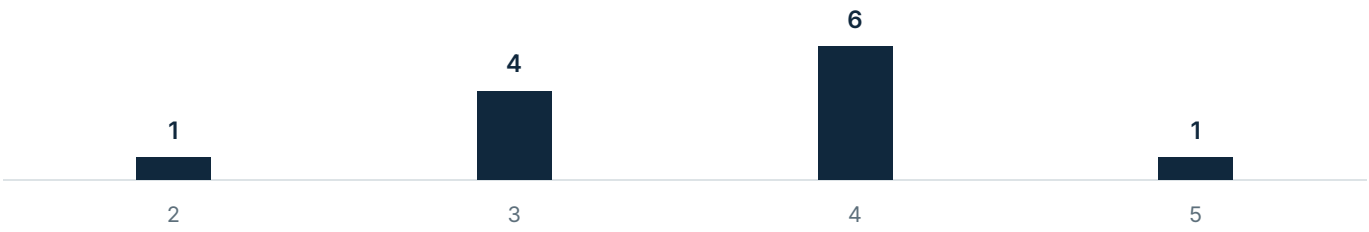
Cohort: 12 responses, 0 missing. Mean 3.6 marks. Median 4. Range 2 to 5. 1 full marks and 0 zero marks.

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QUESTION Q1(b) / CONTINUED

MARK DISTRIBUTION / OBSERVED SCORES



12 recorded responses / 0 missing / score labels in marks; bar height shows students

TASK AND CRITERIA CONTEXT

TOPIC	Textual evidence
SCORE TYPE	separately marked rubric criterion
QUESTION	Select and integrate relevant textual evidence.
REVIEW FOCUS	Inspect whether quotations support the claim rather than stand alone.
PILOT MAPPING	authored fictional example, not verified NESA alignment.

CURRICULUM EVIDENCE

Entered outcome links: EAV-12-01.

Q1(c) / 5 AVAILABLE MARKS

Cohort mean

52.7%

MEASURED RESULTS

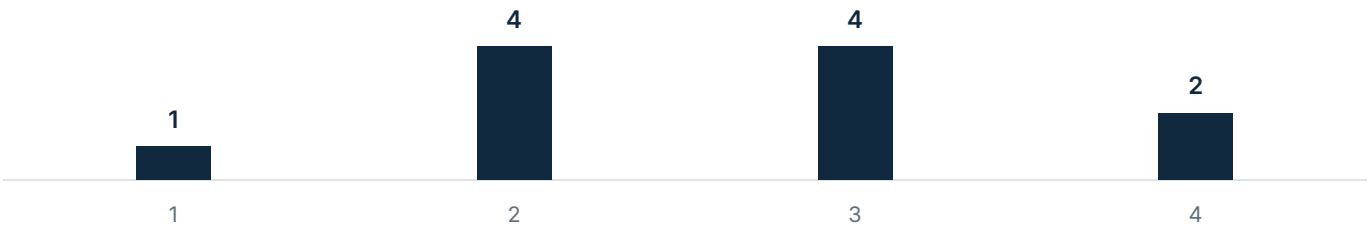
Cohort: 11 responses, 1 missing. Mean 2.6 marks. Median 3. Range 1 to 4. 0 full marks and 0 zero marks.

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QUESTION Q1(c) / CONTINUED

MARK DISTRIBUTION / OBSERVED SCORES



11 recorded responses / 1 missing / score labels in marks; bar height shows students

TASK AND CRITERIA CONTEXT

TOPIC	Analysis of language
SCORE TYPE	separately marked rubric criterion
QUESTION	Explain how language and context shape meaning.
REVIEW FOCUS	Look for an explanation of effect rather than identification of a technique.
PILOT MAPPING	authored fictional example, not verified NESA alignment.

CURRICULUM EVIDENCE

Entered outcome links: EAV-12-03.

TEACHER-AUTHORED / COHORT QUESTION OBSERVATION

Illustrative teacher observation: Look for an explanation of effect rather than identification of a technique. Check a range of responses before selecting a reteaching activity.

Q1(d) / 5 AVAILABLE MARKS

Cohort mean

76.7%

MEASURED RESULTS

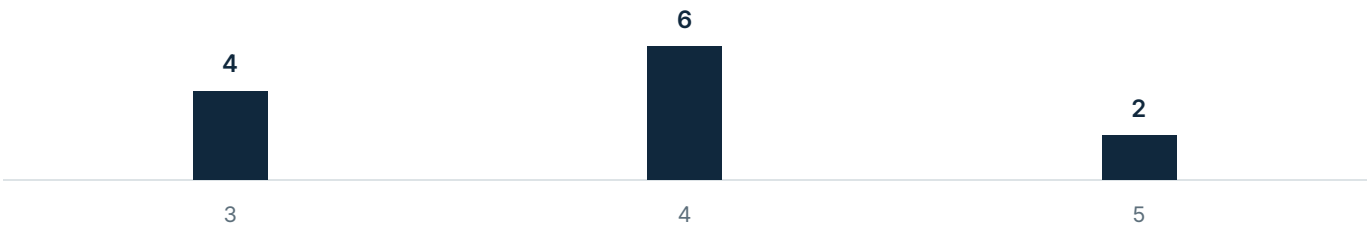
Cohort: 12 responses, 0 missing. Mean 3.8 marks. Median 4. Range 3 to 5. 2 full marks and 0 zero marks.

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QUESTION Q1(d) / CONTINUED

MARK DISTRIBUTION / OBSERVED SCORES



12 recorded responses / 0 missing / score labels in marks; bar height shows students

TASK AND CRITERIA CONTEXT

TOPIC	Structure and control
SCORE TYPE	separately marked rubric criterion
QUESTION	Organise and control an analytical response.
REVIEW FOCUS	Compare paragraph sequencing and expression with the supplied descriptors.
PILOT MAPPING	authored fictional example, not verified NESA alignment.

CURRICULUM EVIDENCE

Entered outcome links: EAV-12-05.

TOPIC COMPARISONS

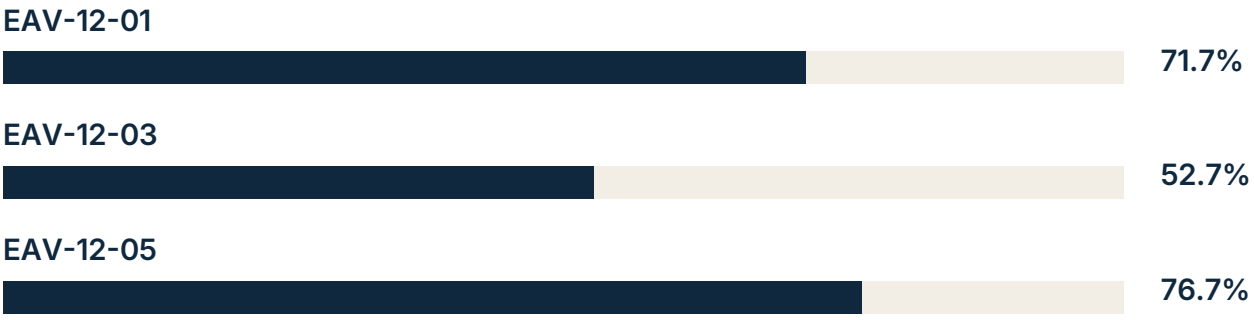


Only supplied topic labels and available marks contribute.

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OUTCOME COMPARISONS



Marks are shared across multiple linked outcomes. Suggested links require confirmation. These percentages describe this task rather than independent mastery.

ASSESSMENT COMMENTARY

ATLAS INTERPRETATION / THE OVERALL PICTURE

11 of 12 students have complete results. Their average mark is 14 out of 20 (70%), with a median of 75%. Complete results range from 45% to 95%.

ATLAS INTERPRETATION / WHERE ACHIEVEMENT WAS STRONGEST

Q1(d) (76.7%), Q1(b) (71.7%). These are the highest observed question averages in this assessment.

ATLAS INTERPRETATION / WHERE TO LOOK MORE CLOSELY

Q1(c) (52.7%), Q1(a) (71.7%). These questions have the lowest observed averages. Compare the original responses with the marking criteria before deciding what to reteach.

ATLAS INTERPRETATION / THE PATTERN ACROSS TOPICS

Among questions with supplied topic labels, Structure and control has the highest weighted average (76.7%) and Analysis of language the lowest (52.7%). These comparisons describe the assessed questions, rather than the whole syllabus.

ATLAS INTERPRETATION / COMPARING TEACHING GROUPS

Class A: 68.3%; Class B: 72%. Group means use complete records. Differences can reflect assessment conditions and student composition; they do not establish teaching effects.

ATLAS INTERPRETATION / THE NEXT TEACHING STEP

Start with Q1(c). Review a range of responses against its marking criteria, identify the evidence needed for the next available mark, then use a short follow-up question to check the learning.



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ATLAS INTERPRETATION / QUALITY OF WRITTEN RESPONSE

Review Q1(c) (52.7% mean). Look for an explanation of effect rather than identification of a technique. This is a question for response review. Marks alone do not establish a misconception.

ATLAS INTERPRETATION / HOW TO READ THIS STORY

Question averages use available responses; overall averages use complete records. 1 question result is missing and is not treated as zero. Marks alone cannot identify a misconception or explain why a student lost marks.

STUDENT ACHIEVEMENT

Student ID	Class	Mark / maximum	Achievement
STU-001	Class A	15 / 20	75%
STU-002	Class A	13 / 20	65%
STU-003	Class A	19 / 20	95%
STU-004	Class A	11 / 20	55%
STU-005	Class A	15 / 20	75%
STU-006	Class A	9 / 20	45%
STU-007	Class B	15 / 20	75%
STU-008	Class B	12 / 20	60%
STU-009	Class B	12 / 20	60%
STU-010	Class B	15 / 20	75%
STU-011	Class B	Incomplete	Unavailable
STU-012	Class B	18 / 20	90%



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STUDENT QUESTION MARKS

Student	Q1(a)	Q1(b)	Q1(c)	Q1(d)
STU-001	4/5	4/5	3/5	4/5
STU-002	4/5	3/5	2/5	4/5
STU-003	5/5	5/5	4/5	5/5
STU-004	3/5	3/5	2/5	3/5
STU-005	4/5	4/5	3/5	4/5
STU-006	2/5	3/5	1/5	3/5
STU-007	4/5	4/5	3/5	4/5
STU-008	3/5	4/5	2/5	3/5
STU-009	3/5	3/5	2/5	4/5
STU-010	4/5	4/5	3/5	4/5
STU-011	2/5	2/5	Missing	3/5
STU-012	5/5	4/5	4/5	5/5

CLASS QUESTION COMPARISONS

Class	Q1(a)	Q1(b)	Q1(c)	Q1(d)
Class A	73.3%	73.3%	50%	76.7%
Class B	70%	70%	56%	76.7%

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CURRICULUM AND SOURCE LIMITATIONS

Selected syllabus: 2024. 4 of 4 questions have entered outcome links. Review the original task, criteria and mapping decisions alongside this report.

CURRICULUM CONTEXT

Course program components: Course knowledge 50%; Responding and communicating across modes 50%. These are program requirements, not target weights for this individual assessment.

NO CONFIRMED QUESTION EVIDENCE

EAV-12-02: Evaluating relationships among texts

NO CONFIRMED QUESTION EVIDENCE

EAV-12-04: Adapting language forms in composition

NO CONFIRMED QUESTION EVIDENCE

EAV-12-06: Evaluating composition choices

An outcome without confirmed evidence is not evidence of low achievement or a gap in the wider teaching program.

SOURCE

english-pilot-task-and-rubric.txt / Authored fictional pilot. All results, question prompts, criterion scores and mapping decisions are authored pilot fixtures. Mappings illustrate the review workflow and are not independently verified syllabus alignment. No real student responses are supplied.



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TEACHING PRIORITIES AND FOLLOW-UP

ATLAS INTERPRETATION / RESULTS-BASED

A question result for response review is Q1(c) (52.7%). Start the review with a range of responses and the question-specific marking criteria.

SUBJECT TEACHING LENS

Quality of written response

MEASURED BASIS / MAPPING STATUS

11 of 12 recorded responses; mean 52.7%. Entered link / source not confirmed: EAV-12-03.

RECOMMENDED ACTION / TEACHER REVIEW REQUIRED

Review Q1(c) (52.7% mean). Look for an explanation of effect rather than identification of a technique.

FOLLOW-UP CHECK

Attach the question-specific criteria, agree what earns the next mark, then use a short parallel task on Analysis of language to check the learning.

Differentiate support and extension after reviewing actual response evidence. Scores alone cannot establish the reason for difficulty or the intervention a student needs.