



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

FOREIGN LANGUAGE

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Table 1*
AY13 Admissions by Degree Type & Concentration (N=7)

B.A.-French	B.A.-Spanish	Non-Degree-Spanish
3	3	1

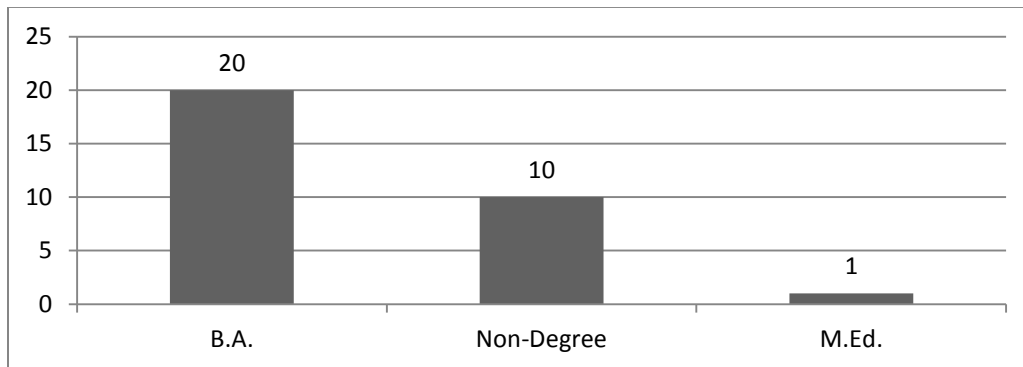
*Banner Report ED2740 & ED2465 (for Bachelor's admissions)

Table 2*
AY13 Completers by Degree Type & Concentration (N=7)

B.A.-French	B.A.-Spanish	Non-Degree-Spanish
0	4	3

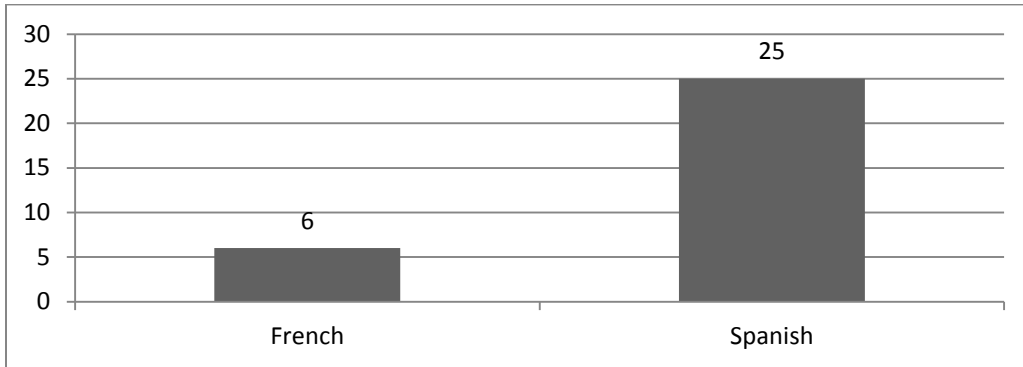
* Program Vitality Report

Figure 1*
Active Majors by Degree (N=31)



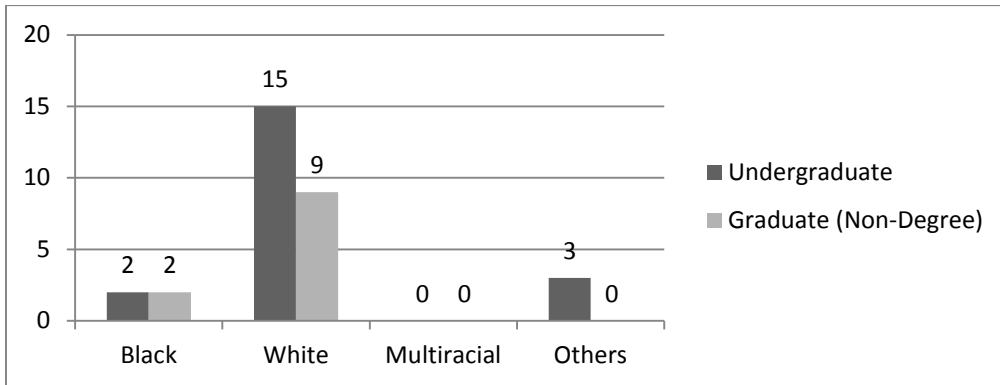
* Banner Report ED2505

Figure 2*
Active Majors by Concentration (N=31)



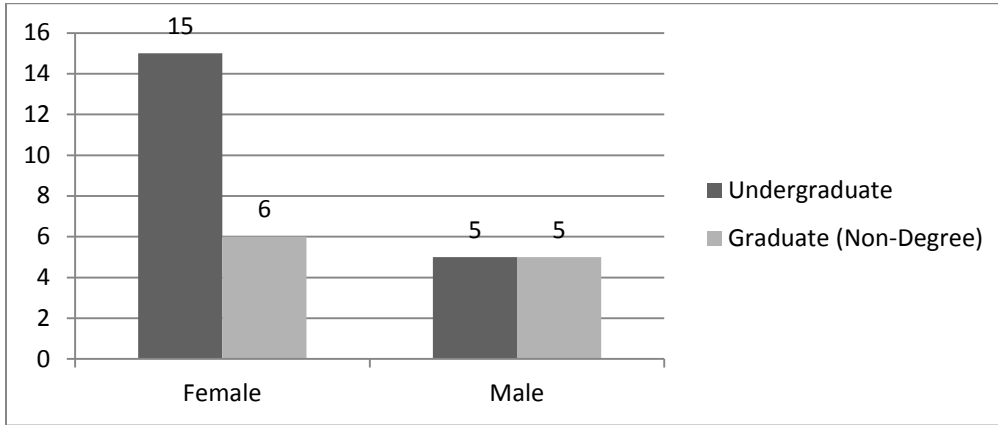
* Banner Report ED2505

Figure 3*
Race- Active Majors (N=31)



* Banner Report ED2505

Figure 4*
Gender- Active Majors (N=31)



*Banner Report 2505

Table 3*
Average SAT Scores- Undergraduate Active Majors (N=13)

Test	Score
SAT-Verbal	573
SAT-Mathematics	524
Both Tests Average Total	1097

* Banner Report ED2505

Table 4*
Average ACT Scores- Undergraduate Active Majors (N=7)

Test	Score
ACT-Verbal	22
ACT-Mathematics	22
Both Tests Average Total	44

* Banner Report ED2505

Table 5*

Average GRE Scores- Graduate (Non-Degree) Active Majors (N=2)

Test	Score
GRE-Verbal	340
GRE-Mathematics	420
Both Tests Average Total	760

* Banner Report ED2505

Assessment Results: B.A. and Non-Degree

Learning Outcomes Report

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

Spanish Ed Initial Cert Matrix

Objective 6: Candidates create assessment tools appropriate for use in p-12 schools

Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the p-12 environs

Outcome 3: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools

ASSESSMENT TEMPLATE : FORL 4502 B.A. Unit Plan Rubric

SECTION : FORL 4502 Unit Plan Rubric

QUESTION : Content

Content	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Content Standards	0	0%	0	0%	0	0%	6	100%	0	0%	6	4
Co-Requisite Standards (Record only if has required GPS Standards other than content)	0	0%	0	0%	0	0%	6	100%	0	0%	6	4
Content	0	0%	1	16.67%	1	16.67%	4	66.67%	0	0%	6	3.5
Total/Percentage	0	0%	1	5.56%	1	5.56%	16	88.89%	0	0%	18	

QUESTION : Pedagogy

Pedagogy	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Content & Lesson Structure	0	0%	1	16.67%	4	66.67%	1	16.67%	0	0%	6	3
Goals and Objectives	0	0%	1	20%	1	20%	3	60%	1	16.67%	5	3.4
Use of Materials and Technology	0	0%	3	50%	1	16.67%	2	33.33%	0	0%	6	2.83
Assessment	1	16.67%	1	16.67%	1	16.67%	3	50%	0	0%	6	3
Involvement of Students in Lesson Structure	0	0%	1	16.67%	4	66.67%	1	16.67%	0	0%	6	3
Total/Percentage	1	3.45%	7	24.14%	11	37.93%	10	34.48%	1	3.33%	29	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

Spanish Ed Initial Cert Matrix

Outcome 5: Candidates evidence the ability to identify and examine prevalent issues for educators and compose viable solutions for them

ASSESSMENT TEMPLATE : FORL 4501 Advocacy Letter Rubric

SECTION : Advocacy Letter Rubric

QUESTION : Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Fulfillment of Task	0	0%	2	40%	2	40%	1	20%	0	0%	5	2.8
Support	0	0%	2	40%	2	40%	1	20%	0	0%	5	2.8
Ideas	0	0%	2	40%	2	40%	1	20%	0	0%	5	2.8
Coherence	0	0%	1	20%	2	40%	2	40%	0	0%	5	3.2
Total/Percentage	0	0%	7	35%	8	40%	5	25%	0	0%	20	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

Spanish Ed Initial Cert Matrix

Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the p-12 environs

Outcome 3: Candidates demonstrate the ability to serve diverse student populations via varied pedagogical tools

Outcome 4: Candidates demonstrate in writing their ability to self-assess and reflect and also to assess and reflect on peers' work in the college classroom and the field

ASSESSMENT TEMPLATE : FORL 4502 B.A. Classroom Interaction Observation Assignment Rubric

SECTION : FORL 4502 Classroom Interaction Observation Assignment Rubric

QUESTION : Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Fulfillment of Task	0	0%	0	0%	3	42.86%	4	57.14%	0	0%	7	3.57
Support	0	0%	0	0%	3	42.86%	4	57.14%	0	0%	7	3.57
Ideas	0	0%	0	0%	5	71.43%	2	28.57%	0	0%	7	3.29
Coherence	0	0%	0	0%	2	28.57%	5	71.43%	0	0%	7	3.71
Total/Percentage	0	0%	0	0%	13	46.43%	15	53.57%	0	0%	28	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

Spanish Ed Initial Cert Matrix

Objective 6: Candidates create assessment tools appropriate for use in p-12 schools

Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the p-12 environs

ASSESSMENT TEMPLATE : FORL B.A. Lesson Plan Rubric 4502-FE Binder

SECTION : FORL 4502 Lesson Plan Rubric

QUESTION : Content

Content	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Content Standards	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Co-Requisite Standards	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Content	0	0%	0	0%	2	50%	2	50%	0	0%	4	3.5
Total/Percentage	0	0%	0	0%	2	16.67%	10	83.33%	0	0%	12	

QUESTION : Pedagogy

Pedagogy	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Content and Lesson Structure	0	0%	1	25%	3	75%	0	0%	0	0%	4	2.75
Goals and Objectives	0	0%	0	0%	2	50%	2	50%	0	0%	4	3.5
Use of Materials and Technology	0	0%	1	25%	3	75%	0	0%	0	0%	4	2.75
Assessment	0	0%	2	50%	1	25%	1	25%	0	0%	4	2.75
Involvement of Students in Lesson Structure	0	0%	3	75%	1	25%	0	0%	0	0%	4	2.25
Total/Percentage	0	0%	7	35%	10	50%	3	15%	0	0%	20	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

Spanish Ed Initial Cert Matrix

Objective 6: Candidates create assessment tools appropriate for use in p-12 schools

Outcome 1: Candidates demonstrate verbally and in writing college-level content knowledge and abilities to distill it for the various contingencies existent in the p-12 environs

ASSESSMENT TEMPLATE : FORL B.A. Unit Plan Rubric 4502-FE Binder

SECTION : FORL 4502 Unit Plan Rubric

QUESTION : Content

Content	#	%	#	%	#	%	#	%	# No	% No	Total	Average
	Unacceptable	Unacceptable	Developing	Developing	Proficient	Proficient	Exemplary	Exemplary	Response	Response	Response	
Content Standards	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Co-Requisite Standards (Record only if has required GPS Standards other than content)	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Content	0	0%	1	25%	1	25%	2	50%	0	0%	4	3.25
Total/Percentage	0	0%	1	8.33%	1	8.33%	10	83.33%	0	0%	12	

QUESTION : Pedagogy

Pedagogy	#	%	#	%	#	%	#	%	# No	% No	Total	Average
	Unacceptable	Unacceptable	Developing	Developing	Proficient	Proficient	Exemplary	Exemplary	Response	Response	Response	
Content & Lesson Structure	0	0%	1	25%	3	75%	0	0%	0	0%	4	2.75
Goals and Objectives	0	0%	0	0%	1	25%	3	75%	0	0%	4	3.75
Use of Materials and Technology	0	0%	1	25%	3	75%	0	0%	0	0%	4	2.75
Assessment	0	0%	1	33.33%	0	0%	2	66.67%	1	25%	3	3.33
Involvement of Students in Lesson Structure	0	0%	2	50%	2	50%	0	0%	0	0%	4	2.5
Total/Percentage	0	0%	5	26.32%	9	47.37%	5	26.32%	1	5%	19	

* Tk20 Report West Georgia COE Standards Report

Dispositions, Impact on Student Learning, and Intern Keys Instruments

Table 6*:
COE Dispositions Rubric (N=10)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	5.56%	22.22%	72.22%	0%	3.67
Professionalism: Preparation	5.56%	16.67%	22.22%	55.56%	0%	3.28
Professionalism: Professional Demeanor	0%	0%	17.65%	82.35%	5.56%	3.82
Professionalism: Responsive and Adaptive	0%	5.88%	29.41%	64.71%	5.56%	3.59
Professionalism: Ethical and Honest	0%	0%	17.65%	82.35%	5.56%	3.82
Communication: Verbal Communication	0%	11.76%	29.41%	58.82%	5.56%	3.47
Communication: Written Communication	0%	16.67%	22.22%	61.11%	0%	3.44
Belief that all can Learn: Respects Individual Differences	0%	5.88%	58.82%	35.29%	5.56%	3.29
Fairness: Equity in all Settings	0%	12.5%	37.5%	50%	11.11%	3.38
Collaboration: Interactions with Others	0%	5.88%	29.41%	64.71%	5.56%	3.59
Total/Percentage	0.58%	8.14%	28.49%	62.79%	4.44%	

*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 7*:
COE Impact on Student Learning Rubric (N=8)

Rubric	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Planning	0%	50%	50%	0%	0%	2.5
Instructional Methods	0%	25%	75%	0%	0%	2.75
Differentiation	0%	37.5%	62.5%	0%	0%	2.62
Assessment	0%	37.5%	62.5%	0%	0%	2.62
Total/Percentage	0%	37.5%	62.5%	0%	0%	

*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 8*:
COE Intern Keys Final Rubric (N=8)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	77.78%	22.22%	0%	3.22
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	66.67%	33.33%	0%	0%	2.33
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	55.56%	44.44%	0%	0%	2.44
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	22.22%	55.56%	22.22%	0%	3
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	33.33%	55.56%	11.11%	0%	2.78
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	55.56%	44.44%	0%	0%	2.44
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	66.67%	33.33%	0%	3.33
Total/Percentage	0%	33.33%	53.97%	12.7%	0%	
Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
2.1 Analyzes and uses student learning data to inform planning.	0%	44.44%	55.56%	0%	0%	2.56
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	22.22%	66.67%	11.11%	0%	2.89
2.3 Plans for differentiated instruction.	0%	77.78%	22.22%	0%	0%	2.22
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	66.67%	33.33%	0%	3.33
Total/Percentage	0%	36.11%	52.78%	11.11%	0%	
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
3.1 Engages students in active learning and maintains interests.	0%	44.44%	55.56%	0%	0%	2.56
3.2 Builds upon students' existing knowledge and skills.	0%	0%	100%	0%	0%	3
3.3 Reinforces learning goals consistently throughout the lesson.	0%	11.11%	77.78%	11.11%	0%	3
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	33.33%	66.67%	0%	3.67
3.5 Communicates and presents material clearly, and checks for understanding.	0%	22.22%	55.56%	22.22%	0%	3
Total/Percentage	0%	15.56%	64.44%	20%	0%	

Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	77.78%	22.22%	0%	0%	2.22
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	50%	50%	0%	11.11%	2.5
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	22.22%	77.78%	0%	0%	2.78
Total/Percentage	0%	50%	50%	0%	3.7%	
Performance Standards 5 and 6: Assessment Strategies and Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	25%	75%	0%	11.11%	2.75
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	50%	50%	0%	33.33%	2.5
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	37.5%	62.5%	0%	11.11%	2.62
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	28.57%	71.43%	0%	22.22%	2.71
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.	0%	71.43%	28.57%	0%	22.22%	2.29
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	22.22%	55.56%	22.22%	0%	3
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	87.5%	12.5%	0%	11.11%	2.12
Total/Percentage	0%	45.28%	50.94%	3.77%	15.87%	
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	33.33%	55.56%	11.11%	0%	2.78
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	22.22%	44.44%	33.33%	0%	3.11
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	33.33%	66.67%	0%	3.67
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	12.5%	37.5%	50%	11.11%	3.38
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	11.11%	88.89%	0%	3.89
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	11.11%	88.89%	0%	3.89
7.7 Actively listens and pays attention to students' needs and responses.	0%	11.11%	22.22%	66.67%	0%	3.56

7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	66.67%	33.33%	0%	3.33
Total/Percentage	0%	9.86%	35.21%	54.93%	1.39%	
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
8.1 Maximizes instructional time.	0%	33.33%	55.56%	11.11%	0%	2.78
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	11.11%	33.33%	55.56%	0%	3.44
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	22.22%	66.67%	11.11%	0%	2.89
8.4 Provides transitions that minimize loss of instructional time.	0%	22.22%	55.56%	22.22%	0%	3
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	66.67%	33.33%	0%	0%	2.33
8.6 Encourages students to explore new ideas and take academic risks.	0%	33.33%	55.56%	11.11%	0%	2.78
Total/Percentage	0%	31.48%	50%	18.52%	0%	
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	11.11%	88.89%	0%	3.89
9.2 Maintains professional demeanor and behavior.	0%	0%	11.11%	88.89%	0%	3.89
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	11.11%	4
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	11.11%	11.11%	77.78%	0%	3.67
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	12.5%	12.5%	75%	11.11%	3.62
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	12.5%	87.5%	11.11%	3.88
Total/Percentage	0%	3.92%	9.8%	86.27%	5.56%	
Performance Standard 10: Communication	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	22.22%	22.22%	55.56%	0%	3.33
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	11.11%	33.33%	55.56%	0%	3.44
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	66.67%	33.33%	0%	3.33
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	14.29%	85.71%	22.22%	3.86
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by	0%	0%	33.33%	66.67%	0%	3.67

demonstrating a collaborative and approachable style.						
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	11.11%	22.22%	66.67%	0%	3.56
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	44.44%	55.56%	0%	3.56
Total/Percentage	0%	6.56%	34.43%	59.02%	3.17%	

GACE Content Test Results

Table 9*

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
French-I	1	1	100
French-II	1	1	100
Spanish-I	2	2	100
Spanish-II	2	2	100

* GACE Annual Program Provider Summary Report, 2011-2012

Table 10*

French Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
81	78	SUBAREA 1: LISTENING COMPREHENSION
100	81	0001 Derive essential information from a variety of culturally authentic oral messages (e.g., a public address announcement, a conversation among friends, a radio announcement, a lecture) in French.
70	79	0002 Interpret a variety of culturally authentic oral messages (e.g., a public address announcement, a conversation among friends, a radio announcement, a lecture) in French.
75	72	0003 Analyze a variety of culturally authentic oral messages (e.g., a public address announcement, a conversation among friends, a radio announcement, a lecture) in French.

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
83	73	SUBAREA 2: LANGUAGE STRUCTURES AND COMPARISONS
90	82	0004 Understand and apply the linguistic structures of French.
75	61	0005 Understand variations within French and the connections between French and English.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 11*
French Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
74	72	SUBAREA 1: READING COMPREHENSION
78	80	0007 Demonstrate understanding of the literal content of a variety of authentic materials (e.g., brochures, Web sites, newspaper articles, letters, literary and philosophical works) written in French.
67	66	0008 Interpret a variety of authentic materials (e.g., brochures, newspaper articles, Web sites, letters, literary and philosophical works) written in French.
78	69	0009 Analyze a variety of authentic materials (e.g., brochures, newspaper articles, Web sites, letters, literary and philosophical works) written in French.
67	67	SUBAREA 2: CULTURAL PERSPECTIVES AND CONNECTIONS
63	59	0010 Understand the relationship between the products (e.g., literary and artistic works, architecture, technology) and perspectives of French-speaking cultures.
70	73	0011 Understand the relationship between the historical development, geographic features, and practices (e.g., political systems, customs of daily life) of French-speaking cultures and the perspectives of these cultures.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 12
Spanish Test I Results*

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
83	85	SUBAREA 1: LISTENING COMPREHENSION
85	92	0001 Derive essential information from a variety of culturally authentic oral messages (e.g., a public address announcement, a conversation among friends, a radio announcement, a lecture) in Spanish.
80	87	0002 Interpret a variety of culturally authentic oral messages (e.g., a public address announcement, a conversation among friends, a radio announcement, a lecture) in Spanish.
84	77	0003 Analyze a variety of culturally authentic oral messages (e.g., a public address announcement, a conversation among friends, a radio announcement, a lecture) in Spanish.
78	74	SUBAREA 2: LANGUAGE STRUCTURES AND COMPARISONS
79	75	0004 Understand and apply the linguistic structures of Spanish.
76	72	0005 Understand variations within Spanish and the connections between Spanish and English.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 13
Spanish Test II Results*

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
91	82	SUBAREA 1: READING COMPREHENSION
83	80	0007 Demonstrate understanding of the literal content of a variety of authentic materials (e.g., brochures, Web sites, newspaper articles, letters, literary and philosophical works) written in Spanish.
94	83	0008 Interpret a variety of authentic materials (e.g.,

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		brochures, newspaper articles, Web sites, letters, literary and philosophical works) written in Spanish.
94	83	0009 Analyze a variety of authentic materials (e.g., brochures, newspaper articles, Web sites, letters, literary and philosophical works) written in Spanish.
67	66	SUBAREA 2: CULTURAL PERSPECTIVES AND CONNECTIONS
72	62	0010 Understand the relationship between the products (e.g., literary and artistic works, architecture, technology) and perspectives of Spanish-speaking cultures.
61	70	0011 Understand the relationship between the historical development, geographic features, and practices (e.g., political systems, customs of daily life) of Spanish-speaking cultures and the perspectives of these cultures.

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