



**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

### *MIDDLE GRADES EDUCATION*

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

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# Program Admissions/Production Information

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Table 1\*  
AY13 Admissions by Degree Type (N=31)

B.S.Ed.	Non-Degree	M.Ed.	Ed.S.
26	4	1	0-Deactivated

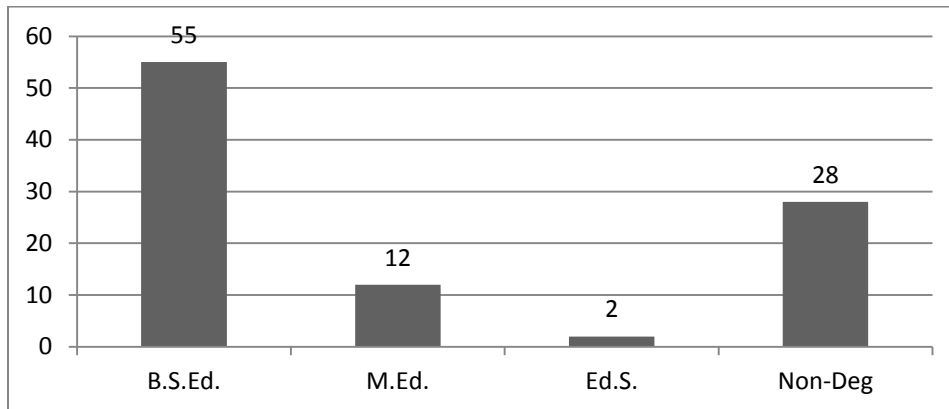
\* Banner Report ED2740

Table 2\*  
AY13 Completers by Degree Type (N=60)

B.S.Ed.	Non-Degree	M.Ed.	Ed.S.
29	20	9	2

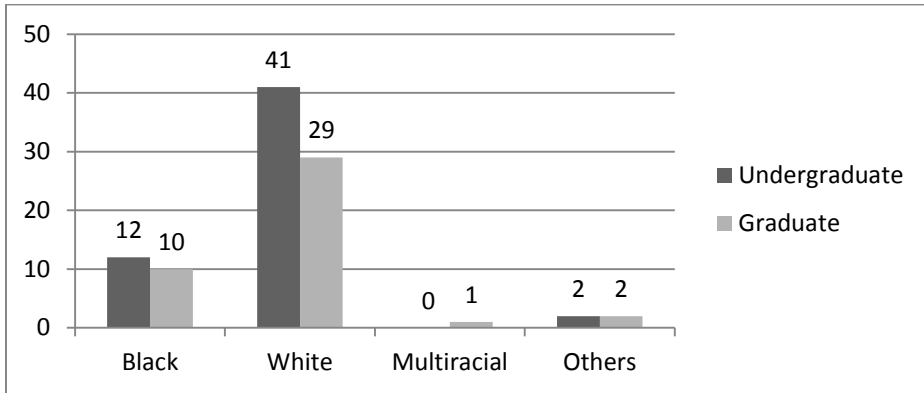
\* Program Vitality Report

Figure 1\*  
Active Majors (N=97)



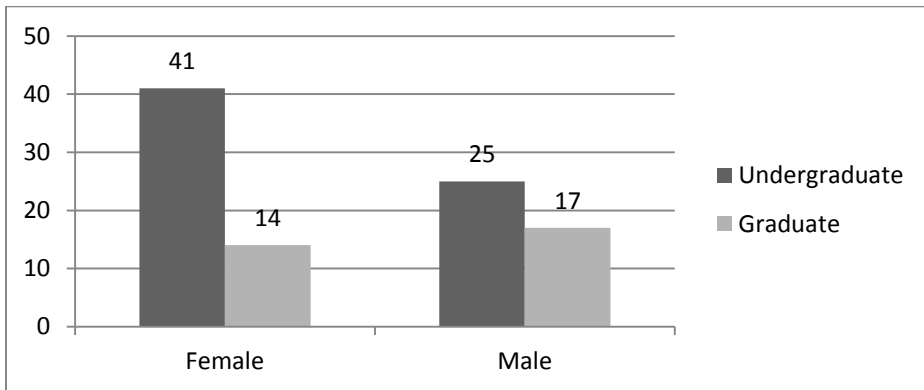
\* Banner Report ED2505

Figure 2\*  
Race (N=97)



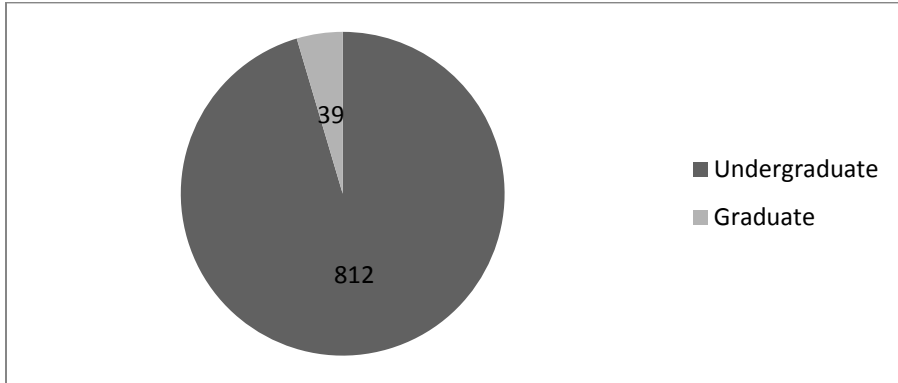
\* Banner Report ED2505

Figure 3\*  
Gender (N=97)



\*Banner Report 2505

Figure 4\*  
Credit Hour Production



\* Banner Report ED2270

Table 3\*  
Average SAT Scores-Undergraduate Active Majors (N=32)

Test	Score
SAT-Verbal	479
SAT-Mathematics	495
Both Tests Average Total	974

\* Banner Report ED2505

Table 4\*  
Average ACT Scores-Undergraduate Active Majors (N=21)

Test	Score
ACT- Verbal	19
ACT- Mathematics	19
Both Tests Average	38

\* Banner Report ED2505

Table 5\*

Average GRE Scores- Graduate Student Active Majors (N=11)

Test	Score
GRE-Verbal	415
GRE-Quantitative	525
Both Tests Average	940

\* Banner Report ED2505

# Assessment Results: B.S.Ed. and Non-Degree

## Learning Outcomes Report\*

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

MGED

Middle Grades Education (MGED BSED)

Outcome 4: Candidates use a variety of assessment strategies to inform planning, adjust instruction, and evaluate student learning.

**ASSESSMENT TEMPLATE : MGED 4289 B.S.Ed. Effect on Student Learning**

**SECTION : Effect on Student Learning**

**QUESTION : Rubric**

Rubric	# Unacceptable (1)	% Unacceptable (1)	# Developing (2)	% Developing (2)	# Proficient (3)	% Proficient (3)	# Exemplary (4)	% Exemplary (4)	# No Response	% No Response	Total Response	Average
Planning	0	0%	0	0%	5	23.81%	16	76.19%	0	0%	21	3.76
Instructional Methods	0	0%	0	0%	9	42.86%	12	57.14%	0	0%	21	3.57
Differentiation	0	0%	0	0%	11	52.38%	10	47.62%	0	0%	21	3.48
Assessment	0	0%	0	0%	10	47.62%	11	52.38%	0	0%	21	3.52
Professionalism	0	0%	0	0%	3	14.29%	18	85.71%	0	0%	21	3.86
<b>Total/Percentage</b>	0	0%	0	0%	38	36.19%	67	63.81%	0	0%	105	

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

**MGED**

**Middle Grades Education (MGED BSED)**

Outcome 1: Candidates understand and apply the central concepts, tools of inquiry and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Outcome 2: Candidates create learning experiences for students that are GPS-based and include appropriate adaptations for diverse learners, a variety of instructional strategies, and assessment strategies to measure mastery of the curriculum.

Outcome 3: Candidates successfully implement GPS-based lessons that incorporate a variety of instructional strategies and informal and formal assessment strategies.

Outcome 4: Candidates use a variety of assessment strategies to inform planning, adjust instruction, and evaluate student learning.

Outcome 5: Candidates apply a variety of strategies for diverse learners, effectively communicate, reflect on their practice, and foster relationships with colleagues and the community to support students.

**ASSESSMENT TEMPLATE : MGED 4265 B.S.Ed. Unit Plan Rubric - Updated**

**SECTION : Rubric**

**QUESTION : Please Evaluate:**

<b>Please Evaluate:</b>	<b># Unacceptable</b>	<b>% Unacceptable</b>	<b># Developing</b>	<b>% Developing</b>	<b># Proficient</b>	<b>% Proficient</b>	<b># Exemplary</b>	<b>% Exemplary</b>	<b># No Response</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Average</b>
Standards Outcome 7	0	0%	0	0%	1	6.25%	15	93.75%	4	20%	16	3.94
Learning Objectives Outcomes 1, 2	0	0%	0	0%	1	6.25%	15	93.75%	4	20%	16	3.94
Assessments Outcome 8	0	0%	0	0%	0	0%	16	100%	4	20%	16	4
Evaluation Instruments Outcome 8	0	0%	0	0%	0	0%	16	100%	4	20%	16	4
Lesson Plans Outcomes 1-8	0	0%	0	0%	0	0%	16	100%	4	20%	16	4
Planning for Diversity Outcomes 1, 3, 5	0	0%	0	0%	2	12.5%	14	87.5%	4	20%	16	3.88
Use of Resources Outcomes 1, 2, 3	0	0%	0	0%	0	0%	16	100%	4	20%	16	4
Interpersonal Relations and Reflection Outcomes 9, 10	13	81.25%	0	0%	1	6.25%	2	12.5%	4	20%	16	1.5
<b>Total/Percentage</b>	<b>13</b>	<b>10.16%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>3.91%</b>	<b>110</b>	<b>85.94%</b>	<b>32</b>	<b>20%</b>	<b>128</b>	

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

**MGED**

**Middle Grades Education (MGED BSED)**

Outcome 1: Candidates understand and apply the central concepts, tools of inquiry and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Outcome 2: Candidates create learning experiences for students that are GPS-based and include appropriate adaptations for diverse learners, a variety of instructional strategies, and assessment strategies to measure mastery of the curriculum.

Outcome 3: Candidates successfully implement GPS-based lessons that incorporate a variety of instructional strategies and informal and formal assessment strategies.

Outcome 4: Candidates use a variety of assessment strategies to inform planning, adjust instruction, and evaluate student learning.

Outcome 5: Candidates apply a variety of strategies for diverse learners, effectively communicate, reflect on their practice, and foster relationships with colleagues and the community to support students.

**ASSESSMENT TEMPLATE : MGED/SEED 4289 Portfolio Rubric**

**SECTION : Portfolio Rubric**

**QUESTION : Rubric**

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Grammar	0	0%	1	2.7%	12	32.43%	24	64.86%	2	5.13%	37	3.62
Organization	0	0%	2	5.41%	15	40.54%	20	54.05%	2	5.13%	37	3.49
Content	0	0%	7	18.92%	13	35.14%	17	45.95%	2	5.13%	37	3.27
Creativity	0	0%	2	5.41%	24	64.86%	11	29.73%	2	5.13%	37	3.24
Professionalism	0	0%	1	2.7%	15	40.54%	21	56.76%	2	5.13%	37	3.54
<b>Total/Percentage</b>	0	0%	13	7.03%	79	42.7%	93	50.27%	10	5.13%	185	

\* Tk20 Report West Georgia COE Standards Report



## Dispositions, Impact on Student Learning, Intern Keys Instruments

Table 6\*:  
COE Dispositions Rubric (N=159)

<b>Dispositions</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
Professionalism: Punctuality	0.64%	8.97%	37.18%	53.21%	1.89%	3.43
Professionalism: Preparation	1.96%	3.27%	33.33%	61.44%	3.77%	3.54
Professionalism: Professional Demeanor	0%	0%	21.15%	78.85%	1.89%	3.79
Professionalism: Responsive and Adaptive	0.64%	1.92%	32.69%	64.74%	1.89%	3.62
Professionalism: Ethical and Honest	1.26%	1.26%	28.3%	69.18%	0%	3.65
Communication: Verbal Communication	0%	1.89%	42.77%	55.35%	0%	3.53
Communication: Written Communication	1.36%	0.68%	33.33%	64.63%	7.55%	3.61
Belief that all can Learn: Respects Individual Differences	0%	1.91%	42.04%	56.05%	1.26%	3.54
Fairness: Equity in all Settings	0.64%	7.01%	38.85%	53.5%	1.26%	3.46
Collaboration: Interactions with Others	0.65%	9.03%	30.97%	59.35%	2.52%	3.49
Total/Percentage	0.71%	3.6%	34.08%	61.61%	2.2%	

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

Table 7\*  
Impact on Student Learning (N=9)

<b>Rubric</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
Planning	11.11%	0%	66.67%	22.22%	0%	3
Instructional Methods	0%	22.22%	44.44%	33.33%	0%	3.11
Differentiation	11.11%	0%	77.78%	11.11%	0%	2.89
Assessment	0%	22.22%	66.67%	11.11%	0%	2.89
Total/Percentage	5.56%	11.11%	63.89%	19.44%	0%	

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

Table 8\*  
Intern Keys Final (N=32)

<b>Performance Standard 1: Professional Knowledge</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	12.5%	40.62%	46.88%	0%	3.34
1.2 Facilitates students use of higher-level thinking skills in instruction	0%	12.5%	59.38%	28.12%	0%	3.16
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	12.5%	65.62%	21.88%	0%	3.09
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	6.25%	50%	43.75%	0%	3.38
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	9.38%	68.75%	21.88%	0%	3.12
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	12.5%	46.88%	40.62%	0%	3.28
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	6.25%	50%	43.75%	0%	3.38
Total/Percentage	0%	10.27%	54.46%	35.27%	0%	
<b>Performance Standard 2: Instructional Planning</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
2.1 Analyzes and uses student learning data to inform planning.	0%	34.38%	53.12%	12.5%	0%	2.78
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	25%	34.38%	40.62%	0%	3.16
2.3 Plans for differentiated instruction.	0%	37.5%	43.75%	18.75%	0%	2.81
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	25%	15.62%	59.38%	0%	3.34
Total/Percentage	0%	30.47%	36.72%	32.81%	0%	
<b>Performance Standard 3: Instructional Strategies</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
3.1 Engages students in active learning and maintains interests.	0%	6.25%	40.62%	53.12%	0%	3.47
3.2 Builds upon students' existing knowledge and skills.	0%	9.38%	68.75%	21.88%	0%	3.12
3.3 Reinforces learning goals consistently	0%	6.25%	53.12%	40.62%	0%	3.34

throughout the lesson.						
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	12.5%	31.25%	56.25%	0%	3.44
3.5 Communicates and presents material clearly, and checks for understanding.	0%	6.25%	46.88%	46.88%	0%	3.41
Total/Percentage	0%	8.12%	48.12%	43.75%	0%	
<b>Performance Standard 4: Differentiated Instruction</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	34.38%	43.75%	21.88%	0%	2.88
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	37.5%	50%	12.5%	0%	2.75
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	31.25%	46.88%	21.88%	0%	2.91
Total/Percentage	0%	34.38%	46.88%	18.75%	0%	
<b>Performance Standards 5 and 6: Assessment Strategies and Uses</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	28.12%	50%	21.88%	0%	2.94
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	37.5%	46.88%	15.62%	0%	2.78
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	35.48%	38.71%	25.81%	3.12%	2.9
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	31.25%	50%	18.75%	0%	2.88
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%	38.71%	45.16%	16.13%	3.12%	2.77
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	31.25%	21.88%	46.88%	0%	3.16
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	37.5%	50%	12.5%	0%	2.75
Total/Percentage	0%	34.23%	43.24%	22.52%	0.89%	

<b>Performance Standard 7: Positive Learning Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
7.1 Responds to disruptions in a timely, appropriate manner.	0%	15.62%	37.5%	46.88%	0%	3.31
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	12.5%	37.5%	50%	0%	3.38
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	37.5%	62.5%	0%	3.62
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	34.38%	65.62%	0%	3.66
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%	46.88%	53.12%	0%	3.53
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%	34.38%	65.62%	0%	3.66
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	31.25%	68.75%	0%	3.69
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	40.62%	59.38%	0%	3.59
Total/Percentage	0%	3.52%	37.5%	58.98%	0%	
<b>Performance Standard 8: Academically Challenging Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
8.1 Maximizes instructional time.	0%	6.25%	43.75%	50%	0%	3.44
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	12.5%	62.5%	25%	0%	3.12
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	12.5%	53.12%	34.38%	0%	3.22
8.4 Provides transitions that minimize loss of instructional time.	0%	9.38%	56.25%	34.38%	0%	3.25
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	25%	31.25%	43.75%	0%	3.19
8.6 Encourages students to explore new ideas and take academic risks.	0%	31.25%	46.88%	21.88%	0%	2.91
Total/Percentage	0%	16.15%	48.96%	34.9%	0%	
<b>Performance Standard 9: Professionalism</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
9.1 Carries out duties in accordance with federal	0%	3.23%	22.58%	74.19%	3.12%	3.71

and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.						
9.2 Maintains professional demeanor and behavior.	0%	3.12%	25%	71.88%	0%	3.69
9.3 Respects and maintains confidentiality.	0%	3.12%	15.62%	81.25%	0%	3.78
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%	21.88%	18.75%	59.38%	0%	3.38
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	28.12%	15.62%	56.25%	0%	3.28
9.6 Demonstrates flexibility in adapting to school change.	0%	6.25%	21.88%	71.88%	0%	3.66
Total/Percentage	0%	10.99%	19.9%	69.11%	0.52%	
<b>Performance Standard 10: Communication</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	3.12%	59.38%	37.5%	0%	3.34
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	0%	40.62%	59.38%	0%	3.59
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	53.12%	46.88%	0%	3.47
10.4 Adheres to school and district policies regarding communication of student information.	0%	9.68%	19.35%	70.97%	3.12%	3.61
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style.	0%	12.5%	18.75%	68.75%	0%	3.56
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	41.94%	58.06%	3.12%	3.58
10.7 Uses modes of communication that are appropriate for a given situation.	0%	6.25%	31.25%	62.5%	0%	3.56
Total/Percentage	0%	4.5%	37.84%	57.66%	0.89%	

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

## GACE Content Test Results

Table 9\*  
GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Middle Grades Language Arts	12	10	83
Middle Grades Mathematics	23	23	100
Middle Grades Science	15	15	100
Middle Grades Social Science	20	18	90

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 10\*  
Middle Grades Language Arts Test Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
69	73	SUBAREA 1: READING LITERATURE & INFORMATIONAL TEXTS
71	75	0001 Understand the characteristics of various literary genres and forms of informational texts and their cultural and historical aspects.
74	80	0002 Understand the structures and elements of literary works.
64	72	0003 Understand the structures and elements of informational texts.
62	57	0004 Understand word identification strategies and methods for promoting vocabulary development.
78	81	0005 Understand reading strategies used to construct meaning, aid comprehension, and increase fluency.
70	72	SUBAREA 2: READING ACROSS THE CURRICULUM
69	80	0006 Understand strategies for promoting students'

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		independent reading in multiple subject areas.
69	67	0007 Understand reading for information in multiple subject areas.
56	59	0008 Understand reading to expand content vocabulary and modes of discourse across subject areas.
86	83	0009 Understand reading to develop skills of critical analysis and evaluation and to form personal responses.
79	76	SUBAREA 3: WRITING PROCESS, PURPOSES, & CONVENTIONS
81	78	0010 Understand effective and appropriate organizational structure and focus in writing.
92	87	0011 Understand techniques for effective narrative writing.
72	70	0012 Understand techniques for effective analytical and persuasive writing.
69	74	0013 Understand techniques for effective expository and technical writing and writing that involves research.
86	78	0014 Understand techniques for effectively revising and editing writing and for appropriately documenting sources used in writing.
73	71	0015 Understand the rules and conventions of Standard American English grammar and usage.
75	79	SUBAREA 4: LISTENING, SPEAKING, AND VIEWING
69	73	0016 Understand listening and speaking skills that are effective and appropriate for communication in a classroom setting.
76	89	0017 Understand listening and speaking skills that are effective and appropriate for interacting socially in a variety of formal and informal situations.
69	74	0018 Understand viewing, listening, and speaking skills that are effective for responding to and

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		delivering various forms of media presentations.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 11\*  
Middle Grades Mathematics Test Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
77	80	SUBAREA 1: NUMBERS AND OPERATIONS
73	76	0001 Understand the structure of the base ten numeration system and number theory.
80	82	0002 Understand different representations of real numbers.
78	81	0003 Understand operations on real numbers.
75	74	SUBAREA 2: MEASUREMENT AND GEOMETRY
70	70	0004 Understand the principles and applications of measurement.
80	82	0005 Understand the principles and applications of Euclidean geometry.
74	70	0006 Understand coordinate and transformational geometry.
76	74	SUBAREA 3: PATTERNS, ALGEBRA, AND FUNCTIONS
63	59	0007 Understand patterns, relations, and functions.
77	72	0008 Understand the properties and techniques of algebraic operations.
86	87	0009 Understand linear functions and their applications.
79	74	SUBAREA 4: DATA ANALYSIS AND PROBABILITY
81	77	0010 Understand the process of collecting, organizing, describing, analyzing, and interpreting data.
62	66	0011 Understand the theory and applications of probability.
		SUBAREA 5: MATHEMATICAL PROCESSES AND PERSPECTIVES
67	66	0012 Understand how to use a variety of



Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		representations to communicate mathematical ideas and concepts and connections among them.
57	66	0013 Understand mathematical reasoning, proof, and problem-solving strategies in mathematics and other contexts.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 12\*  
Middle Grades Science Test Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
68	68	SUBAREA 1: EARTH SCIENCE
64	69	0001 Understand current scientific views of the universe.
64	55	0002 Understand the characteristics and distribution of water and its role in the earth's processes.
77	66	0003 Understand characteristics of the atmosphere and of climate and weather.
64	77	0004 Understand characteristics of the earth and processes that have shaped its surface.
68	68	0005 Understand the types and uses of the earth's natural resources.
67	67	SUBAREA 2: LIFE SCIENCE
64	57	0006 Understand the diversity of living organisms and their classification.
85	83	0007 Understand the structure and function of living systems.
53	63	0008 Understand the principles and processes of the inheritance of biological traits.
70	71	0009 Understand the dependence of organisms on one another and understand the flow of energy and matter in ecosystems.
60	62	0010 Understand the theory of evolution and the role of natural selection.
76	75	SUBAREA 3: PHYSICAL SCIENCE

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
71	72	0011 Understand the nature of matter and its classification.
87	77	0012 Understand changes in matter.
76	79	0013 Understand principles and concepts related to energy.
86	77	0014 Understand the relationships among force, mass, and motion of objects.
56	65	0015 Understand the properties of waves, sound, and light.
80	80	0016 Understand electricity and magnetism.
80	76	SUBAREA 4: CHARACTERISTICS OF SCIENCE
72	68	0017 Understand the characteristics of scientific knowledge and the process of scientific inquiry.
78	77	0018 Understand scientific tools, instruments, materials, and safety practices.
86	84	0019 Understand skills and procedures for analyzing data and communicating science.
82	75	0020 Understand the unifying concepts of science and technology.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 13\*  
Middle Grades Social Science Test Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
69	66	SUBAREA 1: U.S. HISTORY
68	63	0001 Understand Native American cultures and the European settlement of North America.
83	68	0002 Understand the causes, events, and outcomes of the American Revolution and the development of the U.S. Constitution.
73	73	0003 Understand the growth, development, and expansion of the United States from 1800 through the Civil War.
55	63	0004 Understand the growth and transformation of

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		U.S. society from Reconstruction through the 1920s.
67	72	0005 Understand the experience of the Great Depression and U.S. involvement in World War II.
71	61	0006 Understand the emergence of the Cold War and the political, economic, and cultural developments in the United States from 1945 to the present.
62	59	SUBAREA 2: WORLD REGIONS
71	68	0007 Understand major historical, social, political, and economic developments in Latin America and the geographic factors influencing them.
65	70	0008 Understand major historical, social, political, and economic developments in Canada and the geographic factors influencing them.
52	49	0009 Understand major historical, social, political, and economic developments in Europe since the Renaissance and the geographic factors influencing them.
78	71	0010 Understand major historical, social, political, and economic developments in sub-Saharan Africa and the geographic factors influencing them.
69	60	0011 Understand major historical, social, political, and economic developments in North Africa/Southwest Asia (the Middle East) and the geographic factors influencing them.
52	51	0012 Understand major historical, social, economic, and political developments in southern and eastern Asia and the geographic factors influencing them.
51	48	0013 Understand major historical, social, economic, and political developments in Australia and Oceania and the geographic factors influencing them.
70	72	SUBAREA 3: GEORGIA STUDIES & SOCIAL SCIENCE SKILLS
71	71	0014 Understand major developments in Georgia

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		history and Georgia's role in the history of the United States.
76	74	0015 Understand the Georgia state constitution, the structure of Georgia state government, and the role of citizens and local governments in Georgia.
78	73	0016 Understand social science resources, tools, and research procedures.
57	71	0017 Understand the interpretation and analysis of information related to social science topics.

\* GACE Annual Program Provider Summary Report, 2011-2012

## Assessment Results: M.Ed.

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No data collected.