



**College of Education**

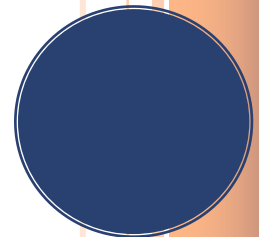
# DATA REPORT 2012

## *Reading*

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.

**UNIVERSITY OF WEST GEORGIA**

**6/23/11**



# DATA REPORT 2012

## READING

### SECTION 1: PROGRAM DATA

#### List of Assessments

Please review the assessments listed below and submit corrections, additions, or deletions to the Assessment Office by the second Friday in September for fall term assessments.

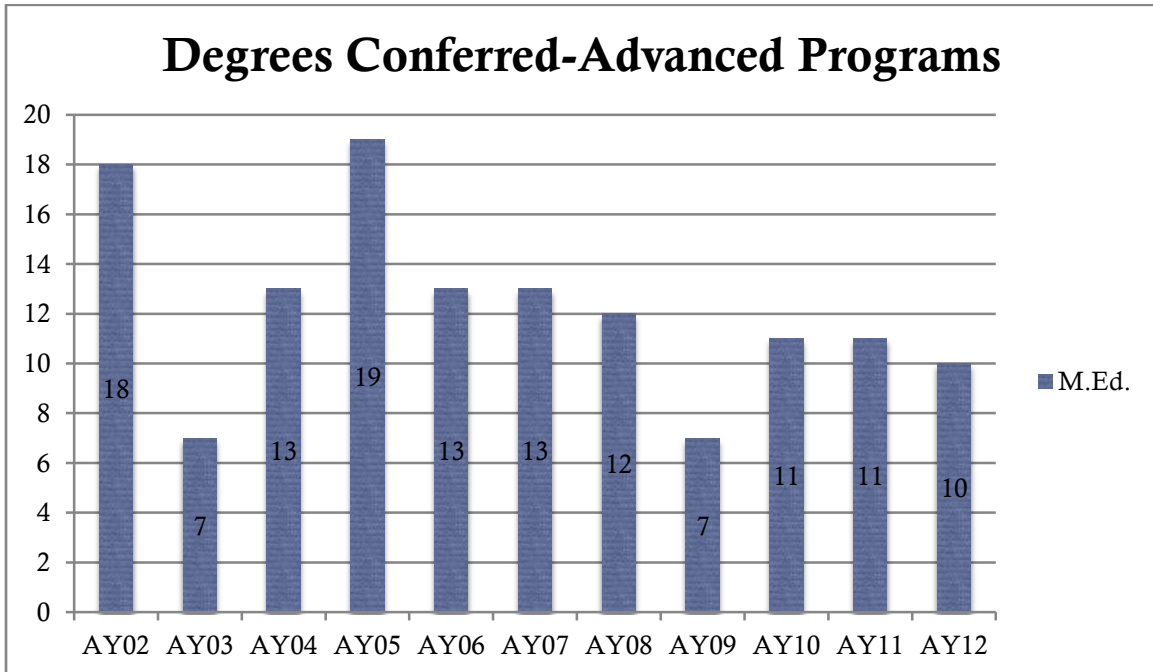
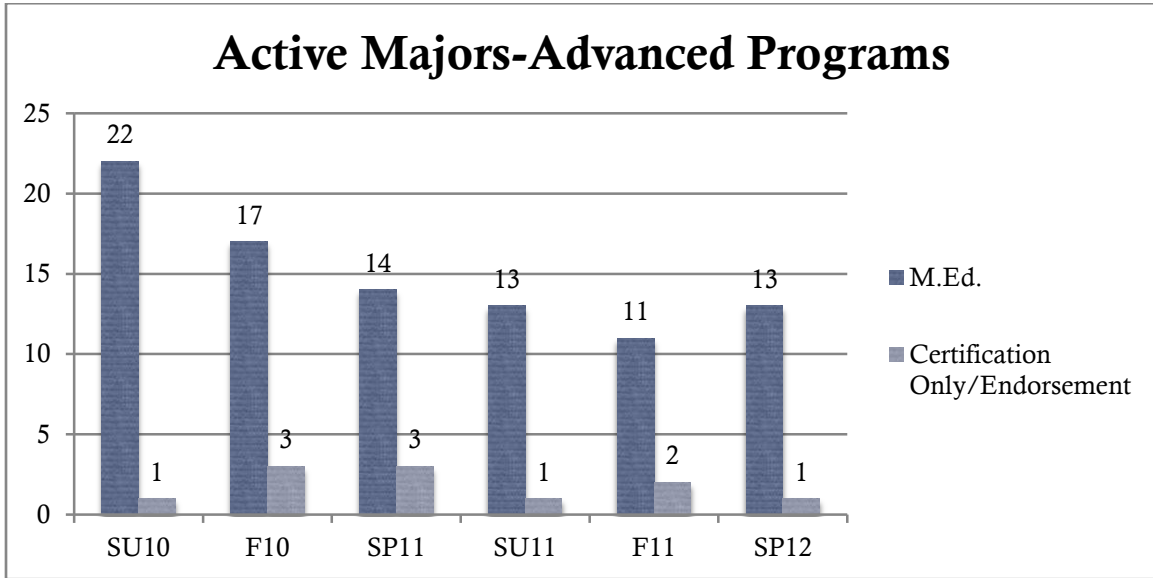
| <u>Master's</u>                                  | <u>Endorsement</u>              |
|--|---------------------------------|
| Professional Certification and/or GRE and/or GPA | Certification                   |
| Research Paper                                   | Research Paper                  |
| Case Study                                       | Case Study                      |
| Tutoring Plans                                   | Tutoring Plans                  |
| PowerPoint Presentation & Rubric                 | Grade of A or B in each course  |
| USG Employer & Graduate Surveys                  | USG Employer & Graduate Surveys |

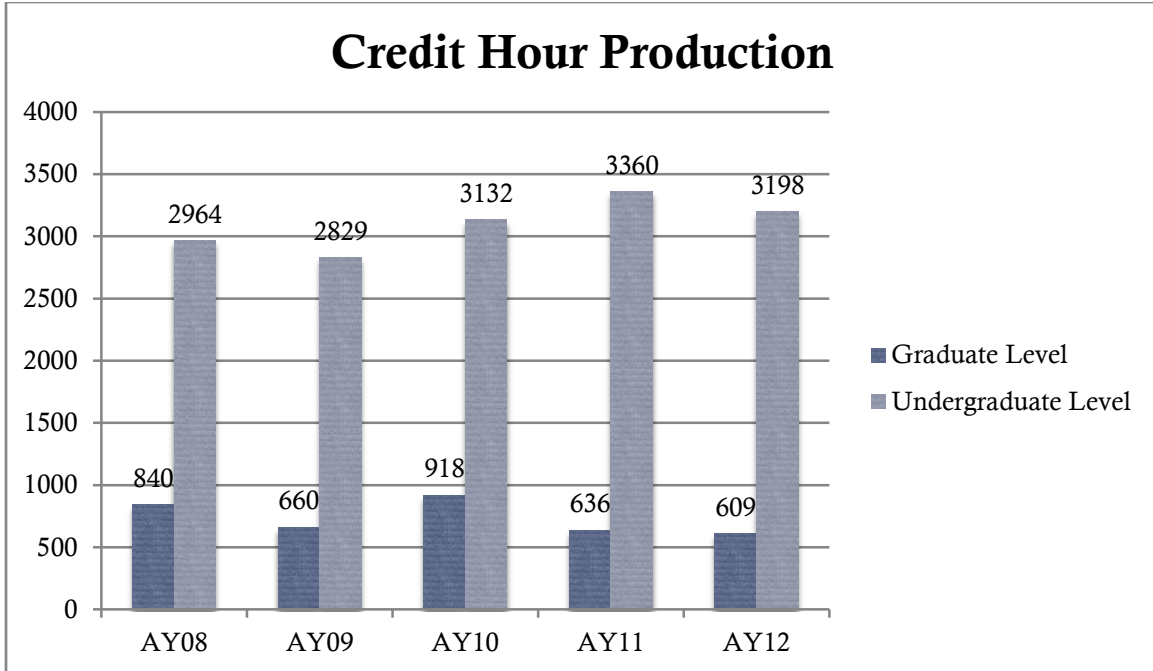
#### SMART Goals, 2011-2012

| <b>SMART Goals-READ Endorsement</b>  | <b>How Assessed?</b>         | <b>When?</b> |
|--|------------------------------|--------------|
| With PSC support, merge READ 7201 (Applied Reading) with READ 7261 (content Reading)- Learning Outcome=IRA #2 (Integrated curriculum with literacy to support student learning in reading/writing across the content areas | Research paper in new course | Fall 2012    |

| <b>SMART Goals-READ M.Ed.</b>  | <b>How Assessed?</b> | <b>When?</b> |
|--|----------------------|--------------|
| Improve exit strategy  | Final Exit Exam      | Spring 2012  |
| Promote Content-area knowledge through literacy for improving research habits and study skills | Case Study           | Fall 2012    |
| Using data to promote strategic change   | Case Study           | Fall 2012    |

***Program Productivity Data***





**SECTION II: CANDIDATE DATA**

***Admission GPA 2011-2012 (Transition Point 1)***

|                    |                    |
|--------------------|--------------------|
| Master's           | *Not yet available |
| Certification Only | *Not yet available |

***Exit GPA 2011-2012 (Transition Point 4)***

|                    |      |
|--------------------|------|
| Master's           | 3.90 |
| Certification Only | N/A  |

## CLINICAL EXPERIENCES

**NOT APPLICABLE FOR THIS PROGRAM**

## FOLLOW-UP (TRANSITION POINT 5)

The results reported here are for GACE Content Tests I and II. Results reported are from all takers from the University of West Georgia for the most recent five years.

### PASS RATES

| Program Year | TEST 1           |                 |               | Pass Rate - GA | # Takers - GA | # Pass - GA |
|--------------|------------------|-----------------|---------------|----------------|---------------|-------------|
|              | Pass Rate - UWG. | # Takers - UWG. | # Pass - UWG. |                |               |             |
| 2007-2008    | 100%             | 11              | 11            | 84%            | 286           | 240         |
| 2008-2009    | -                | 2               | Low N         | 86%            | 326           | 279         |
| 2009-2010    | -                | 4               | Low N         | 82%            | 237           | 195         |
| 2010-2011    | -                | 3               | Low N         | 87%            | 224           | 195         |
| Program YTD  | -                | 2               | Low N         | 91%            | 130           | 118         |

| Program Year | TEST 2           |                 |               | Pass Rate - State | # Takers - State | # Pass - State |
|--------------|------------------|-----------------|---------------|-------------------|------------------|----------------|
|              | Pass Rate - UWG. | # Takers - UWG. | # Pass - UWG. |                   |                  |                |
| 2007-2008    | 100%             | 11              | 11            | 91%               | 266              | 242            |
| 2008-2009    | -                | 2               | Low N         | 93%               | 323              | 299            |
| 2009-2010    | -                | 4               | Low N         | 93%               | 229              | 212            |
| 2010-2011    | -                | 3               | Low N         | 91%               | 209              | 191            |
| Program YTD  | -                | 2               | Low N         | 95%               | 127              | 121            |

### OBJECTIVES SUMMARY 2007-YTD ALL TAKERS

| Test   | Subarea # | Objective Type | Objective Name  | # of Takers - UWG | Objective Score - UWG | # of Takers - GA | Objective Score - GA |
|--------|-----------|----------------|---|-------------------|-----------------------|------------------|----------------------|
| Test I | 1         | M/C            | Understand formal and informal techniques for assessing reading.                | 22                | 81%                   | 1206             | 74%                  |
| Test I | 1         | M/C            | Understand how to interpret and communicate the results of reading assessments. | 22                | 82%                   | 1206             | 74%                  |

|         |                  |                       |   |                          |                              |                         |                             |
|---------|------------------|-----------------------|---|--------------------------|------------------------------|-------------------------|-----------------------------|
| Test I  | 1                | M/C                   | Understand the use of assessment data to plan and guide instruction for readers at all skill levels.  | 22                       | 86%                          | 1206                    | 79%                         |
| Test I  | 2                | M/C                   | Understand language acquisition, reading processes, and theories of reading development.  | 22                       | 81%                          | 1206                    | 79%                         |
| Test I  | 2                | M/C                   | Understand methods for promoting literacy as a lifelong skill.  | 22                       | 83%                          | 1206                    | 78%                         |
| Test I  | 2                | M/C                   | Understand the role of phonemic awareness in reading development and strategies for promoting phonemic awareness skills.  | 22                       | 76%                          | 1206                    | 80%                         |
| Test I  | 2                | M/C                   | Understand the role of phonological awareness in reading development and strategies for promoting phonological awareness skills.  | 22                       | 65%                          | 1206                    | 67%                         |
| Test I  | 3                | M/C                   | Understand how to promote students' understanding of concepts about print and the alphabetic principle.   | 22                       | 79%                          | 1206                    | 74%                         |
| Test I  | 3                | M/C                   | Understand strategies for promoting fluency at the word level and text level.   | 22                       | 87%                          | 1206                    | 80%                         |
| Test I  | 3                | M/C                   | Understand the role of phonics and other word-analysis skills in promoting reading development.   | 22                       | 75%                          | 1206                    | 71%                         |
| Test    | <b>Subarea #</b> | <b>Objective Type</b> | <b>Objective Name</b>   | <b># of Takers - UWG</b> | <b>Objective Score - UWG</b> | <b># of Takers - GA</b> | <b>Objective Score - GA</b> |
| Test II | 1                | M/C                   | Understand factors that affect reading comprehension.   | 22                       | 80%                          | 1158                    | 74%                         |
| Test II | 1                | M/C                   | Understand methods, activities, and techniques for applying comprehension strategies throughout the reading process.  | 22                       | 87%                          | 1158                    | 84%                         |
| Test II | 1                | M/C                   | Understand the selection and use of reading materials for different purposes, including materials for introducing or reviewing various comprehension skills and strategies. | 22                       | 84%                          | 1158                    | 81%                         |
| Test II | 2                | M/C                   | Understand literary texts from various genres, cultures, and time periods and how to use evidence and main ideas as the basis for interpretation.                           | 22                       | 74%                          | 1158                    | 74%                         |
| Test II | 2                | M/C                   | Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to literary texts.   | 22                       | 80%                          | 1158                    | 78%                         |
| Test II | 2                | M/C                   | Understand the characteristics of a variety of genres and types of literature and informational texts.  | 22                       | 90%                          | 1158                    | 88%                         |
| Test II | 3                | M/C                   | Understand how to vary reading strategies for different texts and purposes for reading and how to facilitate students' use of various reading materials.                    | 22                       | 83%                          | 1158                    | 77%                         |
| Test II | 3                | M/C                   | Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to informational texts.  | 22                       | 68%                          | 1158                    | 67%                         |
| Test II | 3                | M/C                   | Understand strategies for promoting content-area knowledge through reading and for improving research habits and study skills.  | 22                       | 89%                          | 1158                    | 88%                         |
| Test II | 3                | M/C                   | Understand various methods for promoting and expanding vocabulary   | 22                       | 76%                          | 1158                    | 70%                         |

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|  |  |              |  |  |  |  |
|--|--|--------------|--|--|--|--|
|  |  | development. |  |  |  |  |
|--|--|--------------|--|--|--|--|

# Reading Instruction Education Learning Outcome Report AY12

Please review the assessment outcomes of candidates for each learning outcome specified by your program. Identify areas of strength and those targeted for improvement. Specify goals and strategies for improvement on the Data-Driven Program Improvement Form in Tk20.

**READING INSTRUCTION RESEARCH PAPER ASSIGNMENT**

|   |  |   |   |   |
|---|--|---|---|---|
| <p><b>OUTCOME 1 (IRA 1):</b><br/>CANDIDATES UNDERSTAND THE THEORETICAL FOUNDATIONS OF READING AND WRITING PROCESSES AND INSTRUCTION</p> | <p><b>OUTCOME 2 (IRA 2):</b><br/>CANDIDATES USE INSTRUCTIONAL APPROACHES, MATERIALS, AND AN INTEGRATED CURRICULUM TO SUPPORT STUDENT LEARNING IN READING AND WRITING</p> | <p><b>OUTCOME 4 (IRA 4):</b><br/>CANDIDATES ENGAGE STUDENTS IN LITERACY PRACTICES THAT VALUE DIFFERENCES IN OUR SOCIETY</p> | <p><b>OUTCOME 5 (IRA 5):</b><br/>CANDIDATES CREATE A LITERATE ENVIRONMENT</p> | <p><b>OUTCOME 6 (IRA 6):</b><br/>CANDIDATES DEMONSTRATE AND FACILITATE PROFESSIONAL LEARNING AND LEADERSHIP</p> |
|---|--|---|---|---|

| ASSESSMENT TEMPLATE : READ M.Ed. Research Paper Rubric 7271 | # 4 | % 4 | # 3 | % 3  | # 2 | % 2 | # 1-0 | % 1-0 | # No Response | % No Response | Total Response | Avg. |
|---|-----|-----|-----|------|-----|-----|-------|-------|---------------|---------------|----------------|------|
| Thesis selection and integration of Knowledge               | 0   | 0%  | 2   | 100% | 0   | 0%  | 0     | 0%    | 0             | 0%            | 2              | 3    |
| Reading-Theory Based  | 0   | 0%  | 2   | 100% | 0   | 0%  | 0     | 0%    | 0             | 0%            | 2              | 3    |
| Topic Focus   | 1   | 50% | 1   | 50%  | 0   | 0%  | 0     | 0%    | 0             | 0%            | 2              | 3.5  |
| Depth of Discussion   | 0   | 0%  | 2   | 100% | 0   | 0%  | 0     | 0%    | 0             | 0%            | 2              | 3    |
| Sources   | 1   | 50% | 1   | 50%  | 0   | 0%  | 0     | 0%    | 0             | 0%            | 2              | 3.5  |
| Citations   | 1   | 50% | 1   | 50%  | 0   | 0%  | 0     | 0%    | 0             | 0%            | 2              | 3.5  |
| Total/Percentage  | 3   | 25% | 9   | 75%  | 0   | 0%  | 0     | 0%    | 0             | 0%            | 12             |      |



