

## Fourth Grade African-American MELD Students Dibel Scores

	<i>Date</i>	<i>Middle of Year Fluency</i> (103)	<i>Middle of Year Retell</i> 30+/2+	<i>Middle of Year Acc.</i> 97%	<i>Middle of Year Daze</i> 17+		<i>Date</i>	<i>End of Year Fluency</i> (115)	<i>End of Year Retell</i> 33+/3+	<i>End of Year Acc.</i> 98%	<i>End of Year Daze</i> 24+
<i>Acosta, K</i>	12/14	112	39/ 3	99%	22		5/15	139 (+27)	42/ 3	100%	30
<i>Burns, W</i>	12/14	137	27/ 2	100%	20		5/15	145 (+8)	39/ 3	100%	25
<i>Gilmore, L</i>	12/14	143	41/ 3	100%	32		5/15	157 (+14)	39/ 3	100%	39
<i>Ward, A</i>	12/14	36	15/ 1	85%	8		5/15	65 (+28)	17/ 1	87%	7
<i>Adams, F</i>	12/14	98	25/ 2	97%	14		5/15	104 (+6)	27/ 2	98%	21
<i>Brumfield, K</i>	12/14	87	16/ 1	98%	12		5/15	103 (+16)	29/ 1	98%	16
<i>Doubs, N</i>	12/14	127	30/ 3	98%	18		5/15	137 (+10)	37/ 3	99%	26
<i>Lias, A</i>	12/14	148	47/ 3	99%	24		5/15	163 (+15)	43/ 3	100%	29
<i>Massiah, K</i>	12/14	101	26/ 2	97%	17		5/15	126 (+25)	36/ 3	99%	27
<i>Redd, J</i>	12/14	101	30/ 2	99%	18		5/15	115 (+14)	33/ 3	99%	27
<i>Williams, D</i>	12/14	24	10/ 1	80%	5		5/15	58 (+34)	17/ 1	85%	9
<i>Williams, J</i>	12/14	127	49/ 3	100%	33		5/15	153 (+26)	42/ 3	100%	37

## ***Fifth Grade African-American MELD Students Dibels Scores***

	<i>Date</i>	<i>Middle of Year Goal Fluency (120)</i>	<i>Middle of Year Goal Retell 36+/2+</i>	<i>Middle of Year Acc. Goal 98%</i>	<i>Middle Year Daze Goal 20</i>		<i>Date</i>	<i>End of Year Goal Fluency (130)</i>	<i>End of Year Goal Retell 36+/3+</i>	<i>End of Year Goal Acc. Goal 98%</i>	<i>End of Year Daze Goal 24</i>
<i>Lee, B</i>	<i>12/14</i>	<i>114</i>	<i>8/ 1</i>	<i>97%</i>	<i>9</i>		<i>5/15</i>	<i>125 (+11)</i>	<i>20/ 2</i>	<i>99%</i>	<i>15</i>
<i>Acosta, D</i>	<i>12/14</i>	<i>158</i>	<i>24/ 2</i>	<i>100%</i>	<i>22</i>		<i>5/15</i>	<i>165(+7)</i>	<i>34/ 3</i>	<i>100%</i>	<i>30</i>
<i>Abrahms, J</i>	<i>12/14</i>	<i>99</i>	<i>42/ 2</i>	<i>98%</i>	<i>12</i>		<i>5/15</i>	<i>101 (+2)</i>	<i>40/ 3</i>	<i>100%</i>	<i>15</i>
<i>Brumfield, K</i>	<i>12/14</i>	<i>112</i>	<i>33/ 1</i>	<i>95%</i>	<i>7</i>		<i>5/15</i>	<i>114 (+2)</i>	<i>36/ 2</i>	<i>97%</i>	<i>10</i>
<i>Rogers, D</i>	<i>12/14</i>	<i>97</i>	<i>37/ 2</i>	<i>97%</i>	<i>12</i>		<i>5/15</i>	<i>100 (+3)</i>	<i>33/ 2</i>	<i>99%</i>	<i>18</i>
<i>Hamilton, J</i>	<i>12/14</i>	<i>115</i>	<i>20/ 1</i>	<i>98%</i>	<i>11</i>		<i>5/15</i>	<i>121(+6)</i>	<i>23 /2</i>	<i>98%</i>	<i>14</i>
<i>Crooks, M</i>	<i>12/14</i>	<i>98</i>	<i>6/ 1</i>	<i>95%</i>	<i>7</i>		<i>5/15</i>	<i>100 (+2)</i>	<i>15/ 1</i>	<i>97%</i>	<i>10</i>
<i>Davis, C</i>	<i>12/14</i>	<i>87</i>	<i>20/ 1</i>	<i>97%</i>	<i>10</i>		<i>5/15</i>	<i>93 (+6)</i>	<i>20/ 1</i>	<i>99%</i>	<i>16</i>
<i>Haywood, J</i>	<i>12/14</i>	<i>140</i>	<i>40/ 3</i>	<i>100%</i>	<i>30</i>		<i>5/15</i>	<i>151(+11)</i>	<i>36/ 3</i>	<i>100%</i>	<i>37</i>
<i>Hilliard, D</i>	<i>12/14</i>	<i>110</i>	<i>27/ 2</i>	<i>98%</i>	<i>12</i>		<i>5/15</i>	<i>117 (+7)</i>	<i>30/ 2</i>	<i>99%</i>	<i>20</i>

<b>Johnson, M</b>	<b>12/14</b>	<b>97</b>	<b>10/ 1</b>	<b>95%</b>	<b>8</b>		<b>5/15</b>	<b>104 (+7)</b>	<b>21/ 2</b>	<b>98%</b>	<b>12</b>
<b>Lias, D</b>	<b>12/14</b>	<b>150</b>	<b>37/ 3</b>	<b>99%</b>	<b>28</b>		<b>5/15</b>	<b>163 (+13)</b>	<b>42/ 3</b>	<b>100%</b>	<b>39</b>
<b>Terry, B</b>	<b>12/14</b>	<b>175</b>	<b>45/ 4</b>	<b>100%</b>	<b>35</b>		<b>5/15</b>	<b>177 (+2)</b>	<b>37/ 4</b>	<b>100%</b>	<b>40</b>
<b>Thomas, S</b>	<b>12/14</b>	<b>115</b>	<b>34/ 2</b>	<b>98%</b>	<b>17</b>		<b>5/15</b>	<b>120 (+5)</b>	<b>40/ 3</b>	<b>99%</b>	<b>27</b>
<b>Watkins, A</b>	<b>12/14</b>	<b>120</b>	<b>28/ 2</b>	<b>98%</b>	<b>18</b>		<b>5/15</b>	<b>131 (+11)</b>	<b>32/ 3</b>	<b>99%</b>	<b>28</b>

### Reading Process Assessment Grading Sheet Cycle 2 African-American Students Grade 4

P= prediction Q=questions KI=Key/important details C=comprehension (digging deeper, Close reading) TT=thinking tools S=summary UQ=unanswered questions/revisit questions from "before" TH=theme

4- **all** statements are **explicitly** clear, evidence based, and connects to the text 3-**most** statements are evidence based and connects to the text 2-**few** statements are evidence based and connects

1-**little** or **no** statements are evidence based and/or **does not** connect to the text. \*AA students 2

	Language Classifications	Student's Name	Before Reading Process		During Reading Process			After Reading Process			Total Points Earned	Total Possible Points	Percent	
			P (4pts)	Q (4pts)	KI (4pts)	C (4pts)	TT (4pts)	S (4pts)	UQ (4pts)	TH (4pts)				
2.	EO	Acosta, K	4	4	3	3	4	3	3	4	28	32	88%	
3.	EO	Burns, W	4	4	2	3	4	3	3	3	26	32	82%	
4.	EO	Gilmore, L	4	4	4	4	4	4	3	4	31	32	97%	

5.	<i>EO</i>	<b>Ward, A</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>32</b>	<b>44%</b>	
6.	<i>EO</i>	<b>Adams, F</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>21</b>	<b>32</b>	<b>66%</b>	
7.	<i>EO</i>	<b>Brumfield, K</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>16</b>	<b>32</b>	<b>50%</b>	
8.	<i>EO</i>	<b>Doubs, N</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>27</b>	<b>32</b>	<b>84%</b>	
9.	<i>EO</i>	<b>Lias, A</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>31</b>	<b>32</b>	<b>97%</b>	
10.	<i>EO</i>	<b>Massiah, K</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>19</b>	<b>32</b>	<b>59%</b>	
11.	<i>EO</i>	<b>Redd, J</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>19</b>	<b>32</b>	<b>59%</b>	
12.	<i>EO</i>	<b>Williams, D</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>32</b>	<b>36%</b>	
13.	<i>EO</i>	<b>Williams, J</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>28</b>	<b>32</b>	<b>88%</b>	

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4- **all** statements are **explicitly** clear, evidence based, and connects to the text 3-**most** statements are evidence based and connects to the text 2-**few** statements are evidence based and connects

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	Language Classifications	Student's Name	Before Reading Process		During Reading Process			After Reading Process			Total Points Earned	Total Possible Points	Percent	
			P (4pts)	Q (4pts)	KI (4pts)	C (4pts)	TT (4pts)	S (4pts)	UQ (4pts)	TH (4pts)				
2.	EO	<b>Acosta, K</b>	4	4	4	4	4	4	4	4	32	32	100%	
3.	EO	<b>Burns, W</b>	4	4	4	4	4	3	3	3	29	32	91%	
4.	EO	<b>Gilmore, L</b>	4	4	4	4	4	4	4	4	32	32	100%	
5.	EO	<b>Ward, A</b>	2	2	2	2	2	2	2	2	16	32	50%	
6.	EO	<b>Adams, F</b>	3	3	3	3	3	3	3	3	24	32	75%	
7.	EO	<b>Brumfield, K</b>	3	3	3	2	3	2	2	2	20	32	63%	
8.	EO	<b>Doubs, N</b>	4	4	4	4	4	3	3	3	29	32	91%	
9.	EO	<b>Lias, A</b>	4	4	4	4	4	4	4	4	32	32	100%	
10.	EO	<b>Massiah, K</b>	3	3	3	3	3	2	2	2	21	32	66%	

11.	<i>EO</i>	<b><i>Redd, J</i></b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>24</b>	<b>32</b>	<b>75%</b>	
12.	<i>EO</i>	<b><i>Williams, D</i></b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>16</b>	<b>32</b>	<b>50%</b>	
13.	<i>EO</i>	<b><i>Williams, J</i></b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>32</b>	<b>32</b>	<b>100%</b>	

## Reading Process Assessment Grading Sheet Cycle 2 African-American Students Grade 5

P= prediction Q=questions KI=Key/important details C=comprehension (digging deeper, Close reading) TT=thinking tools S=summary UQ=unanswered questions/revisit questions from “before” TH=theme

4- **all** statements are **explicitly** clear, evidence based, and connects to the text 3-**most** statements are evidence based and connects to the text 2-**few** statements are evidence based and connects

1-**little** or **no** statements are evidence based and/or **does not** connect to the text. \*AA students

	Language Classifications	Student's Name	Before Reading Process		During Reading Process			After Reading Process			Total Points Earned	Total Possible Points	Percent	
			P (4pts)	Q (4pts)	KI (4pts)	C (4pts)	TT (4pts)	S (4pts)	UQ (4pts)	TH (4pts)				
1.	EO	Lee, B	3	2	3	2	2	2	2	2	18	32	56%	
2.	EO	Acosta, D	4	4	3	3	3	3	3	3	26	32	81%	
3.	EO	Abrahms, J	3	3	2	2	2	2	1	2	17	32	53%	
4.	EO	Brumfield, K	2	2	2	2	2	2	2	2	16	32	50%	
5.	EO	Smith, D	3	3	2	2	3	2	2	2	19	32	59%	
6.	EO	Williams, J	4	4	3	3	3	3	3	3	26	32	81%	
7.	EO	Crooks, M	1	1	1	1	1	1	1	1	8	32	25%	
8.	EO	Davis, C	2	2	2	2	2	2	2	2	16	32	50%	
9.	EO	Haywood, J	4	4	4	4	4	3	3	4	30	32	94%	
10.	EO	Hilliard, D	3	3	3	3	3	2	2	2	21	32	65%	

11.	<i>EO</i>	<i>Johnson, M</i>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>19</b>	<b>32</b>	<b>59%</b>	
12.	<i>EO</i>	<i>Lias, D</i>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>30</b>	<b>32</b>	<b>94%</b>	
13.	<i>EO</i>	<i>Terry, B</i>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>32</b>	<b>32</b>	<b>100%</b>	
14.	<i>EO</i>	<i>Thomas, S</i>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>21</b>	<b>32</b>	<b>66%</b>	
15.	<i>EO</i>	<i>Watkins, A</i>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>21</b>	<b>32</b>	<b>66%</b>	



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4- **all** statements are **explicitly** clear, evidence based, and connects to the text 3-**most** statements are evidence based and connects to the text 2-**few** statements are evidence based and connects to the text

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	Language Classifications	Student's Name	Before Reading Process		During Reading Process			After Reading Process			Total Points Earned	Total Possible Points	Percent	
			P (4pts)	Q (4pts)	KI (4pts)	C (4pts)	TT (4pts)	S (4pts)	UQ (4pts)	TH (4pts)				
1.		Lee, B	3	3	3	3	3	3	3	3	24	32	75%	
2.		Acosta, D	4	4	4	4	4	3	3	4	32	32	100%	
3.		Abrahms, J	3	3	3	2	3	2	3	3	22	32	69%	
4.		Brumfield, K	3	3	3	2	2	2	2	2	19	32	59%	
5.		Smith, D	4	4	3	3	3	2	2	2	23	32	72%	
6.		Williams, J	4	4	4	4	4	4	4	4	32	32	100%	
7.		Crooks, M	2	2	2	2	2	2	2	2	16	32	50%	
8.		Davis, C	3	3	3	2	2	2	2	2	19	32	59%	
9.		Haywood, J	4	4	4	4	4	4	4	4	32	32	100%	
10.		Hilliard, D	3	3	3	3	3	3	2	3	26	32	81%	
11.		Johnson, M	3	3	3	3	2	2	2	2	20	32	63%	
12.		Lias, D	4	4	4	4	4	4	4	4	32	32	100%	

13.		<b>Terry, B</b>	4	4	4	4	4	4	4	4	32	32	100%	
14.		<b>Thomas, S</b>	3	3	3	3	3	3	3	3	24	32	75%	
15.		<b>Watkins, A</b>	3	3	3	3	3	3	3	3	24	32	75%	