



# REPORT CHEAT SHEET Instructional Groupings



**This report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction.**

**Use for:**  
Planning instructional groupings and instruction

**When:**  
After each administration of the Diagnostic

**Related Reports:**

- **Diagnostic Results (Class):** for more information about class performance
- **Diagnostic Results (Student):** for an individual student's performance

- Navigation:** Use these dropdowns to quickly navigate to a different subject, class, report group, or grade.
- View All Groupings:** When you arrive at the report, you will see a list of students in each grouping. Click on the tabs for each grouping to see the detailed information for that grouping.
- Students:** A list of students placed in this grouping, along with their overall placement and placement on each domain. Click the name of the student to drill in deeper and view student-level reports.
- Instructional Priorities:** An overview of how students were placed into this grouping and quick recommendations on how to meet the needs of the students in this grouping.
- Recommendations for Teacher-Led Instruction:** Specific instructional recommendations to meet the needs of students in this grouping.
- Tools for Instruction:** Targeted, skill-based lesson plan PDFs that are recommended to use with your grouping. Click the name of the Tool for Instruction to open the PDF.
- Additional Resources:** Other Curriculum Associates resources that can be used for targeted instruction to meet the instructional priorities of this group.

Instructional Groupings
📄

1 Subject: Math

2 Class/Report Group: Grade 5, Section 1

Date Range: Window 1

Grade: Grade 5

🔑 Key

2 View All Groupings

**Grouping 1**  
6 Students

Grouping 2  
6 Students

Grouping 3  
7 Students

Grouping 4  
4 Students

Grouping 5  
3 Students

3 Students

Student Name	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Bowers, Tara	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Choi, Isabelle	Grade 4	Grade 4	Grade 4	Grade 3	Grade 4
Powell, Elijah	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Ramirez, Gabriella	Grade 4	Grade 4	Grade 4	Mid 5	Grade 4
Ruiz, Justin	Grade 4	Grade 4	Grade 4	Early 5	Grade 3
Singh, Brian	Grade 4	Early 5	Grade 4	Grade 4	Early 5
Warren, Santino	Early 5	Mid 5	Grade 4	Early 5	Mid 5

4 - Hide Grouping Description

Students in this Grouping are below grade level in Phonics and have a larger vocabulary.

**\* Students Needing Differentiated Instruction**  
Results indicate that these students are considerably below level in Phonics. They will need more intensive instruction to develop decoding skills. For more information about differentiating instruction to meet their needs, see their individual Diagnostic Results.

Instructional Priorities

Students in this grouping are having difficulty with skills and concepts related to quantitative reasoning. They may struggle with skills and concepts related to fractions and whole-number operations, or they may struggle with algebraic concepts related to factors and multiples, or both. Those students with a low score in Number and Operations are probably most challenged by fractions. They will need to focus on foundational fraction concepts in order to understand that a fraction is one number that represents a quantity, not just "one number over another number." They will need practice with how to compare fractions with different denominators or how to express fractions as equivalent fractions or decimals. Those students with a low score in Algebra and Algebraic Thinking probably lack a sound understanding of the relationship between factors and multiples, and may be held back by lack of fluency with multiplication and division facts. They will particularly benefit from instruction on the concepts and skills described below in the section *Algebraic Thinking*. In addition to daily practice to develop fluency with basic multiplication and division facts, all students in this profile are also likely to need reinforcement of essential vocabulary.

5 Recommendations for Teacher-Led Instruction

**Operations**

- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

**Number-Fractions**

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.
- Write fractions with denominators of 10 or 100 as decimals.
- Add and subtract fractions and mixed numbers with like denominators.

Use models to reinforce at every opportunity what fraction notation represents. Be

6 Resources

**Tools for Instruction**

**Number and Operations**

- Place Value through Hundred Millions
- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Multiply Three-Digit Numbers by One-Digit Numbers
- Divide by One-Digit Numbers
- Fractions as Sums
- Compare Fractions
- Equivalent Fractions
- Write Fractions as Decimals
- Adding Fractions and Mixed Numbers

**Algebra and Algebraic Thinking**

- Factors
- Multiples

7 Additional Resources

Ready® Mathematics or Access Through Teacher Toolbox

**Tips:**

- Use the Instructional Groupings report to create instructional groupings in your classroom and as a way to monitor progress.
- This is a guideline to start your flexible groups with your students. As your students respond to instruction, you will most likely group and regroup. When you administer another Diagnostic, this report will update to reflect the most recent results.

**Replaces the Reports:**

Information in the *Instructional Groupings* report was previously found in the *Instructional Groupings Profile*.

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