

Creating Tutoring Groups

One of the most important tasks to set your tutoring program up for success is strategically creating tutoring groups. As you do, you will want to answer:

- How can I group students so tutors can focus on meeting similar learning needs?
- What are the instructional priorities for each group?
- What instructional resources will help tutors meet these priorities?

Providing this information to tutors, similar to the example show here, will set them up for success. You can use this worksheet to help.

| Example: School, Grade Level, a | and/or Class: <u>Ms. Sanchez</u> | Date: June 16, 2021 | | | | | | |
|------------------------------------|--|--|--|--|--|--|--|--|
| Group Numbe | Group Number or Name: Group Selection Criteria: (e.g., students who have the lowest score in a domain) Tutoring Group A Grade 4 students who have the lowest score in Numbers and Operations | | | | | | | |
| Student Name | Observations and Instructional Priorities | Instructional Resources | | | | | | |
| Leena Avila | Need in-depth review of the following prerequisite skills related to Number and Operations: 1. Essential Skill: Know multiplication facts | <u>Tools for Instruction:</u> -Model Three-Digit Numbers -Add Three-Digit Numbers -Multiplication Concepts and Equations | | | | | | |
| Anna Matthews | and multiply one-digit numbers by 10. 2. Understand and apply place value concepts to addition. 3. Solve word problems using multiplication. | <u>Fluency and Skills Practice:</u> -Grade 2: Adding and Regrouping Ones; Adding and Regrouping Tens -Grade 3: Using a Multiplication Table; Using Place-Value Strategies to Add | | | | | | |
| Cam McCormick | | Math Center Activities: -Grade 2: Add Three-Digit Numbers -Grade 3: Multiplication Race 1 | | | | | | |

The data and resources on *i-Ready* will be instrumental in creating tutoring groups and defining instructional priroities. Depending on the type of tutoring program you support, there are three approaches you can use that leverage different reports within *i-Ready*.

| A | Both Reading- and Math-Focused Tutoring Groups If you want to use one report to create all your reading and math tutoring groups, use the Diagnostic Results (class) report. | <u>2</u> |
|---|--|----------|
| B | Math-Focused Tutoring Groups If you want to be provided with both groupings and resources to use with your math groups, use the Prerequisites report . | <u>3</u> |
| C | One-on-One Tutoring If you want clear next steps and suggested resources for each individual student, use the Diagnostic Results (Student) report. | <u>4</u> |



Both Reading- and Math-Focused Tutoring Groups

A) How do I create tutoring groups using the Diagnostic Results (Class) report?

After each Diagnostic, you can use your Diagnostic Results (Class) report to prioritize students for tutoring group instruction and create small groups by domain needs. Utilize the following guidelines to create tutoring groups using the Diagnostic Results (Class) report.

- 1. Create small groups based on Placement by Domain. Use the carats to sort by a domain, organizing students with the same or similar grade-level placement (e.g., Grade 4, Mid 3, Late 3) in a domain together.
 - 1A. For students who are One or More Grade Levels Below, there may be multiple domain placements (e.g., Grade 1, Grade 4, Grade 5) within a class. When creating tutoring groups, consider the number of students who will be in the tutoring group and the amount of variability in domain placements.
 - 1B. Keep in mind that you may need to create more than one group for a particular domain placement and deliver similar targeted instruction to each group.
- 2. For each tutoring group, click on one student's name to go to the Diagnostic Results (Student) report.* Select the tab for the domain being used to create the group, and record observations and Next Steps for Instruction. This will give you some shared next steps and resources to begin shaping instruction for this group.

| Diagnostic Res | ults - | | | | | | | | 200 |
|------------------|--------------------|----------------------------|--|-----------|-----------|---------|-------------------|----|--------|
| Subject Math | Grade | rt Group 5, Section 1 🔹 | Diagnostic Diagnostic 1 08/31/21-0 | 9/30/21 | • | | | | |
| Showing 20 of 20 | | | | | | | Choose Your Colum | n: | |
| Student Q | Scale ∧ Score ❤ | Overall Placement | | Placement | by Domain | ara ^ | National Norms | • | Date |
| Tan, Melanie | 517 | Ø Mid 5 | Late 5 | Early 5 | Late 5 | Mid 5 | 96th | ~ | 09/14/ |
| Sanchez, Abby | 516 | Ø Mid 5 | Late 5 | Mid 5 | Mid 5 | Early 5 | 96th | | 09/14/ |
| Stanton, Geena | 512 | Ø Mid 5 | Mid 5 | Mid 5 | Late 5 | Mid 5 | 94th | | 09/14/ |
| Warren, Santino | 491 | Early 5 | Mid 5 | Grade 4 | Mid 5 | Mid 5 | 80th | | 09/14/ |
| McDonald, Kal | 489 | Early 5 | Early 5 | Early 5 | Early 5 | Mid 5 | 77th | | 09/14/ |
| Vo, Isaiah | 484 | Early 5 | Grade 4 | Early 5 | Mid 5 | Early 5 | 71st | | 09/14/ |
| Wade, Kiara | 483 | Early 5 | Early 5 | Early 5 | Mid 5 | Grade 4 | 69th | | 09/14/ |
| Patel, Mia | 473 | Grade 4 | Early 5 | Early 5 | Early 5 | Grade 4 | 56th | | 09/14/ |
| Bowers, Tara | 472 | Grade 4 | Early 5 | Grade 4 | Grade 4 | Grade 4 | 54th | | 09/14/ |
| Jones, Anna | 472 | Orade 4 | Grade 4 | Mid 5 | Grade 4 | Grade 4 | 54th | | 09/14/ |
| Powell, Elijah | 470 | Orade 4 | Grade 4 | Grade 4 | Grade 4 | Grade 3 | 51st | | 09/14/ |
| Lowe, Noah | 470 | Orade 4 | Grade 4 | Grade 4 | Early 5 | Grade 4 | 51st | | 09/14/ |
| Singh, Brian | 463 | Orade 4 | Grade 4 | Grade 4 | Early 5 | Grade 4 | 42nd | | 09/14/ |
| Baker, Danielle | 459 | Orade 4 | Grade 4 | Grade 4 | Grade 4 | Grade 3 | 37th | | 09/14/ |
| Choi, Isabelle | 459 | Grade 4 | Grade 4 | Grade 4 | Grade 4 | Grade 4 | 37th | | 09/14/ |
| Ruiz, Justin | 450 | Grade 4 | Grade 4 | Grade 4 | Grade 3 | Grade 3 | 25th | | 09/14/ |
| Malone, Carla | 440 | Grade 3 | Grade 3 | Grade 3 | Grade 3 | Grade 3 | 17th | | 09/14/ |
| Simmons, Tristan | 429 | Ø Grade 2 | Grade 2 | Grade 2 | Grade 4 | Grade 2 | 11th | | 09/14/ |
| Cochran, Damon | 429 🗖 | 🤣 Grade 2 | Grade 3 | Grade 3 | Grade 3 | Grade 3 | 11th | | 09/14/ |

3. Share initial tutoring group rosters with school administration and/or teachers. They can provide additional information about dynamics and other factors that may affect student groupings. Modify groupings based on suggestions from school staff to ensure that students and tutors will be set up for success.



^{*}For some reading domains, there may be further differentiation for students who are below or above grade level and placed at Grade K or Grade 1. There may also be further differentiation for students who placed at Grade K in some mathematics domains. If this is the case for any students in this group, view their Next Steps for Instruction and adjust small group or individual instruction to address these differentiated next steps.

B How do I create tutoring groups using the Prerequisites report?

- Add in Select a Class and Grade and use the topic dropdown to select the mathematics topic coming up next in the students' grade-level instruction. Use the other dropdowns to navigate to a different Class/Report Group or Grade.
- 2. Look at the list of prerequisites. These are the skills that connect to the grade-level content in this mathematics topic. Students are separated into groups based on their results from the most recent Diagnostic. Individual student names are listed within each group.
 - 2A. Within each group, the data indicates which students have likely acquired the prerequisite skill (✓), may need to brush up on a skill (Additional Support), or may benefit from more significant work on a skill (In-Depth Review).
 - 2B. Identify students who need Additional Support or In-Depth Review with the Essential Skill (written in purple). This is the key skill that students will build upon in this topic. If students are struggling with numerous prerequisite skills, you may want to prioritize student groupings and resources on the Essential Skill to optimize tutoring instructional time.
- 3. For each tutoring group, click on the Recommendations to identify the resources to use with students who need Additional Support or In-Depth Review. On the Recommendations page, look at the:
 - 3A. **Overview**, which indicates which prerequisites skills are directly connected for each of the upcoming topics
 - 3B. **Recommended Resources**, which list various resources, including Tools for Instruction and Learning Games, that address prerequisite skills









One-on-One Tutoring

C How do I use a student's Diagnostic Results to purposefully plan for oneon-one tutoring sessions?

After each diagnostic, you can use the Diagnostic Results (Student) report to get a comprehensive picture of a student's instructional needs with specific recommendations and resources that support the individual learner.

- 1. Use the Student Name to select a student or navigate to a different student.
- 2. Use the **Subject** and **Diagnostic** dropdowns to choose the subject and Diagnostic for that student.
- 3. Scroll down to the Placement by Domain. This section gives you insight into what a student's overall and domain placements mean. It highlights the most important areas of need to help you make decisions about instruction.
- 4. Click on a Domain tab. Each tab shows a student's developmental analysis, Can Dos, and Next Steps and Resources for instruction for that domain.
 - 4A. Read the **Developmental Analysis** to understand the student's current placement level in this domain and their most important areas of need.
 - 4B. Use the **Can Do** section to identify student strengths in this domain so you can build on what they already know and are able to do.
 - 4C. Use the **Next Steps and Resources for Instruction** to identify the skills the student can and should learn next and view the list of resources to help you plan direct instruction for that student, including Tools for Instruction.

| Diagnostic Results | s - Daniell | e Baker 👻 Gra | ade 5 | | | |
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| Subject Di | isanaetia | Piscement Def | inition | | | |
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| Diagnostic 1 | | 1910-0 | | | Crada A /E6 | 0) |
| Turning County | | Mid On Gr On Grade I | ade Level (609) Level (581-640) | verall | Standard Error | u) +/- 12 |
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| Stretch Growth Stretch Growth: An ambition | us, but | il 576 | н | gh-Frequency Words* | Tested Out | Ĵ |
| attainable, level of annual g | rowth | | Vc | cabulary | Grade 4 | ¢ |
| grade level on a path to pro | ficiency. | | Co | mprehension: Literature | 😑 Grade 4 | Ĵ |
| 0 | | 520 | Co | emprehension: formational Text | 🔴 Grade 3 | Ĵ |
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| National Norm and | l exile® Perfor | rmance | | | | |
| National North and | Lexile | iniance | | | | |
| National Norm | Lexile Measure: | Lexile Range: | "Find a Book, i-F | leady" enables you to I | ouild custom reading | g lists based |
| 45th Percentile (j) | 830L | 730L-880L | the student's Le now at Find a B | xile measure and pers bok, <i>i-Ready</i> . | onal insterests. Sea | rch for books |
| | Understanding Lev | rile Messures | How to Use Find | i a Book, i-Ready 🕞 | | |
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Tutoring Group Planning Worksheet

After looking at data in the Diagnostic Results and/or Prerequisites report(s), use this worksheet to plan purposeful groupings. How can I group students so tutors can focus on meeting similar learning needs?

- What are the instructional priorities for each group?
- What instructional resources will help tutors meet these priorities?

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| | | Date: | | |
| hool, Grade Level, and | /or Class: | Mathematics Rear | | |
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| Group Number o | r Name: Group Selection Criteria: (e.g., studen | ts who have the lowest score in a domai | | |
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| Student Name | Observations and Instructional Priorities | Instructional Resources | | |
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