



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:

Date: June 16, 2021

School, Grade Level, and/or Class: Ms. Sanchez

☒ Mathematics ☐ Reading

Group Number or Name:

Tutoring Group A

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

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 and multiply one-digit numbers by 10. 2. Understand and apply place value concepts to addition. 3. Solve word problems using multiplication.	<u>Tools for Instruction:</u> -Model Three-Digit Numbers -Add Three-Digit Numbers -Multiplication Concepts and Equations
Anna Matthews		<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		<u>Math Center Activities:</u> -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 priorities. 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**.

2

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**.

3

C

One-on-One Tutoring

If you want clear next steps and suggested resources for each individual student, use the **Diagnostic Results (Student) report**.

4

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.

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.*

Diagnostic Results

Subject

Math

Class/Report Group

Grade 5, Section 1

Diagnostic

Diagnostic 1

08/31/21–09/30/21

Showing 20 of 20

Choose Your Column:

National Norms

Percentile Rank

Date

Student	Scale Score	Overall Placement	Placement by Domain				Percentile Rank	Date
			NO	ALG	MS	GEO		
1 Tan, Melanie	517	Mid 5	Late 5	Early 5	Late 5	Mid 5	96th	09/14/21
Sanchez, Abby	516	Mid 5	Late 5	Mid 5	Mid 5	Early 5	96th	09/14/21
Stanton, Geena	512	Mid 5	Mid 5	Mid 5	Late 5	Mid 5	94th	09/14/21
Warren, Santino	491	Early 5	Mid 5	Grade 4	Mid 5	Mid 5	80th	09/14/21
McDonald, Kal	489	Early 5	Early 5	Early 5	Early 5	Mid 5	77th	09/14/21
Vo, Isaiah	484	Early 5	Grade 4	Early 5	Mid 5	Early 5	71st	09/14/21
Wade, Kiara	483	Early 5	Early 5	Early 5	Mid 5	Grade 4	69th	09/14/21
Patel, Mia	473	Grade 4	Early 5	Early 5	Early 5	Grade 4	56th	09/14/21
Bowers, Tara	472	Grade 4	Early 5	Grade 4	Grade 4	Grade 4	54th	09/14/21
Jones, Anna	472	Grade 4	Grade 4	Mid 5	Grade 4	Grade 4	54th	09/14/21
Powell, Elijah	470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	51st	09/14/21
Lowe, Noah	470	Grade 4	Grade 4	Grade 4	Early 5	Grade 4	51st	09/14/21
Singh, Brian	463	Grade 4	Grade 4	Grade 4	Early 5	Grade 4	42nd	09/14/21
Baker, Danielle	459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	37th	09/14/21
Choi, Isabelle	459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	37th	09/14/21
Ruiz, Justin	450	Grade 4	Grade 4	Grade 4	Grade 3	Grade 3	25th	09/14/21
Malone, Carla	440	Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	17th	09/14/21
Simmons, Tristan	429	Grade 2	Grade 2	Grade 2	Grade 4	Grade 2	11th	09/14/21
Cochran, Damon	429	Grade 2	Grade 3	Grade 3	Grade 3	Grade 3	11th	09/14/21
Hess, Michael	401	Grade 1	Grade 2	Grade 1	Grade 1	Grade 1	3rd	09/14/21

Math-Focused Tutoring Groups

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

1. **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 prerequisite 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

Prerequisites

Subject: Math | Class/Report Group: Grade 4, Section 2 | Grade: Grade 4 | Topic: Number and Operations in Base Ten

Overview

Topic: Number and Operations in Base Ten
Students build on their understanding of place value, rounding, and addition and subtraction of three-digit numbers. They explore place value to the hundred-thousands place, rounding, comparing, adding, and subtracting multi-digit numbers.

Whole Class

Aligning yourself with the needs of the students based on the data below, decide to address these prerequisite skills during whole class instruction.

Prerequisite Groups

Prerequisites	Topic Group A 4 Students	Topic Group B 5 Students	Topic Group C 6 Students	Topic Group D 4 Students
Understand hundreds, tens, and ones	✓	✓	✓	Additional Support
Essential Skill Add and subtract within 1,000	✓	Additional Support	In-Depth Review	In-Depth Review
Round to the nearest ten or hundred	✓	Additional Support	In-Depth Review	In-Depth Review

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.

These topic groups are suggestions, based on students' most recent Diagnostic results (to view the data, see the [Diagnostic Results report](#)). Consider lessons recently taught and skills acquired since the last Diagnostic when selecting prerequisite work.

Recommendations: Group C

Grade: Grade 4

Place Value, Addition, and Subtraction

Group Description	Status
Understand hundreds, tens, and ones	✓
Essential Skill Add and subtract within 1,000	In-Depth Review
Round to the nearest ten or hundred	In-Depth Review

3A Overview, which indicates which prerequisite skills are directly connected for each of the upcoming topics

Overview

Understand Place Value
Compare Whole Numbers
• Understand hundreds, tens, and ones - ✓

Add and Subtract Whole Numbers
• Add and subtract within 1,000 - In-Depth Review
Essential Skill

Round Whole Numbers
• Round to the nearest ten or hundred - In-Depth Review

Recommendations: Group C

Grade: Grade 4

Add and Subtract Whole Numbers

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.

Essential Skill
Add and subtract within 1,000 - In-Depth Review

Skill: Add Three-Digit Numbers (Grade 2)

Teacher-Led Small Groups
• Tools for Instruction: Add Three-Digit Numbers

Independent Reinforcement
• Learning Games: Hungry Fish
• Learning Games: Match

Skill: Subtract Three-Digit Numbers (Grade 2)

Teacher-Led Small Groups
• Tools for Instruction: Subtract Three-Digit Numbers

Independent Reinforcement
• Learning Games: Hungry Fish
• Learning Games: Match

Skill: Use Place Value to Add and Subtract (Grade 3)
Essential Skill

Teacher-Led Small Groups
• Tools for Instruction: Three-Digit Addition
• Tools for Instruction: Three-Digit Subtraction

One-on-One Tutoring

C How do I use a student's Diagnostic Results to purposefully plan for one-on-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 - Danielle Baker - Grade 5

Subject: Reading Diagnostic: Diagnostic 1 (09/14/20) Placement Definition: Standard View

Diagnostic 1

Typical Growth: Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth: Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.

Overall: Grade 4 (560) Standard Error +/- 12

Domain	Placement	Can Do & Next Steps
Phonological Awareness*	Tested Out	↓
Phonics*	Grade 3	↓
High-Frequency Words*	Tested Out	↓
Vocabulary	Grade 4	↓
Comprehension: Literature	Grade 4	↓
Comprehension: Informational Text	Grade 3	↓

*Foundational Domains

National Norm and Lexile® Performance

National Norm: 45th Percentile

Lexile Measure: 830L

Lexile Range: 730L–880L

"Find a Book, i-Ready" enables you to build custom reading lists based on the student's Lexile measure and personal interests. Search for books now at [Find a Book, i-Ready](#).

[Understanding Lexile Measures](#) [How to Use Find a Book, i-Ready](#)

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

Domain	Placement
Phonological Awareness	Tested Out
Phonics	Grade 3 514
High-Frequency Words	Tested Out
Vocabulary	Grade 4 561
Comprehension: Literature	Grade 4 547
Comprehension: Informational Text	Grade 3 519

Developmental Analysis

This domain focuses on how accurately students decode written words. Danielle will benefit from instruction or review in using syllabication patterns to determine syllable sounds as well as practice decoding multisyllabic words to build fluency. The skills in this domain extend through Grade 3.

Can Do

Decode multisyllabic words.

Decode common three- and four-syllable words.

Standards

Decode multisyllabic words.

Decode five-syllable words and less common three- and four-syllable words.

Standards

Identify syllable sounds.

Identify syllable sounds in multisyllabic words.

Standards

Decode multisyllabic words with prefixes and suffixes.

Decode multisyllabic words with common prefixes and suffixes.

Standards

Decode multisyllabic words with schwa sounds.

Decode multisyllabic words with schwa + l or schwa + n sounds.

Standards

Decode multisyllabic words with difficult letter-sound correspondences.

Decode multisyllabic words with difficult vowel + /r/ sounds.

Standards

Next Steps and Resources for Instruction

Practice using syllabication patterns to determine syllable sounds.

- Remind Danielle and other students that an effective way of decoding multisyllabic words is to begin by looking for syllable patterns and determining whether syllables are open or closed. After dividing the word into syllables, students can sound out and blend the word, syllable by syllable.
- Write a multisyllabic word and draw vertical lines in the word to show the syllables. For example, display in l i g h t or l a t e.
- Discuss with students the different syllable patterns in the word and pronounce each syllable individually. Then blend the syllables and say the word.
- Repeat with other multisyllabic words such as contemplative, domesticate, and methodical.

Tools for Instruction

Multisyllabic Words: Three and Four Syllables

Additional Resources

Phonics for Reading Third Level

All the lessons in this book, including fluency practice with decodable passages

Provide repeated practice decoding multisyllabic words.

- Danielle will benefit from decoding the same multisyllabic words multiple times.
- Create speed drills that combine 10–20 words multiple times. Ask the student to read the words aloud with a partner.

Tools for Instruction

Multisyllabic Words: Three and Four Syllables

Multisyllabic Words: Three to Five Syllables

Words with Two Vowels Sounded Separately

Additional Resources

Phonics for Reading Third Level

All the lessons in this book, including fluency practice with decodable passages



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?

Date: _____

School, Grade Level, and/or Class: _____ ☐ Mathematics ☐ Reading

Group Number or Name:

Group Selection Criteria: *(e.g., students who have the lowest score in a domain)*

Student Name	Observations and Instructional Priorities	Instructional Resources