

Instructional Grouping Report

Groups students for instruction and indicates key instructional priorities for each profile—a big time saver! Points to classroom resources to support differentiated instruction.

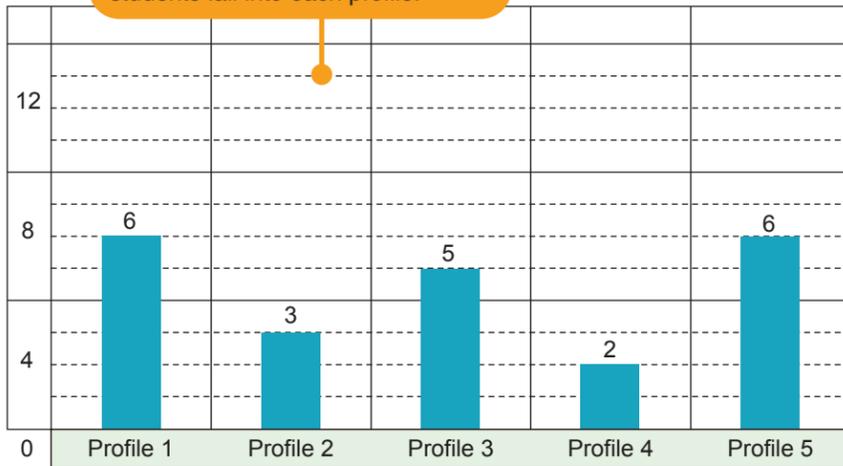
Mrs. Brown's Grade 5 Mathematics Class

Subject: Mathematics

Profile Overview

22 out of 22 Students Tested in Fall 2012 (09/06/2012 - 12/31/2012)

Easy-to-read chart shows how many students fall into each profile.



High level overview briefly describes the areas of need for each profile.

Profile 1	Below level in Number and Operations or Algebra and Algebraic Thinking	Two or more grades below level in Number and Operations or Algebra and Algebraic Thinking
Profile 2	One grade below level in Number and Operations or Algebra and Algebraic Thinking	One grade below level in Number and Operations or Algebra and Algebraic Thinking
Profile 3	On or above level in Number and Operations and Algebra and Algebraic Thinking	Two or more grades below level in Geometry or Measurement and Data
Profile 4	On or above level in all domains	One grade below level in Geometry or Measurement and Data
Profile 5	On or above level in all domains	On or above level in all domains

Students in Each Grouping Profile

Use the table to quickly group students. In the program, you can click on a student's name to view detailed student data.

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Dixon, Jay	Afridi, Sheri	Grasty, Ashlee	Danz, Warren	Hawkins, Franklin
Donovan, Lacey	Coleman, Chong	Gunderman, Marco	Ditullio, Pearlie	Herdon, Rachelle
Eargle, David	Cronk, Jamie	Guzman, Kate		Hill, Cary
Eber, Sofia		Hahn, Derrick		Iman, Zachary
Fernandez, Tabitha		Hamilton, Emilia		Kapanadze, Iva
Gowdy, Neil				Kell, Clayton

Instructional Grouping Report

Profile 1 Detail (Page 1 of 3)

Window 1 - 08/15/2012 - 08/14/2013

Outlines instructional priorities to support teachers in interpreting the data from the Diagnostic and targeting instruction where students need it most.

Priorities for Profile 1

Students in this profile are having difficulty with skills and concepts related to quantitative reasoning; they may struggle with base ten computation and understanding fraction concepts, or they may struggle to understand multiplication and division concepts and the algebraic relationship between these two operations. Many students will find challenges in both areas.

Those students with a low score in Number and Operations may struggle with the mechanics of base ten operations and/or with fraction concepts. These are essential skills and must be mastered before students will progress. Those students with a low score in Algebra and Algebraic Thinking probably lack a sound understanding of multiplication models and therefore are also confused by division. They will particularly benefit from instruction on the concepts and skills described below in the section *Algebraic Thinking*. All students in this profile likely need to develop fluency with basic multiplication and division facts. They also likely need reinforcement of essential vocabulary.

	2 Levels or More Below	1 Level Below	On or Above Level
Number and Operations and/or Algebra and Algebraic Thinking	•		

Students in Profile 1

Student-level Diagnostic information provided as a quick reference and to support smaller pairings.

	Overall Scale Score	Overall Placement	Needs Analysis	
			Number and Operations	Algebra and Algebraic Thinking
Dixon, Jay	 429	Level 1	Level 2	Level 2
Donovan, Lacey	 460	Level 3	Level 2	Level 3
Eargle, David	 430	Level 1	Level 3	Level 2
Eber, Sofia	 470	Level 3	Early 5	Level 3
Fernandez, Tabitha	 480	Level 4	Level 2	Level 4
Gowdy, Neil	 461	Level 3	Level 2	Level 4

Instructional Grouping

Profile 1 Detail (Page 2 of 3)

More specific recommendations provide greater classroom support.

Instructional Priorities for Profile 1

Number-Base Ten

- Round whole numbers to the nearest ten or hundred.
- Add and subtract multi-digit numbers with regrouping.
- Multiply and divide within 100.
- Multiply single-digit numbers by 10 and by multiples of 10.

Students who struggle with operations involving regrouping often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models 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 the algorithms, and eventually use the algorithm alone.

Number-Fractions

- Use fractions to name parts of a whole or set.
- Show fractions on a number line.
- Use models to show equivalent fractions.
- Express fractions with denominators of 10 or 100 as decimals.
- Decompose a fraction into a sum of fractions with like denominators.
- Add and subtract fractions with like denominators.

Challenges with fractions often relate to not understanding how fraction notation represents a part or multiple parts of a whole or a set. Be sure students read fraction names appropriately (*two thirds* rather than *two over three*) and understand that, for example, *two thirds* means *two copies of one third*. This provides the basis for understanding fractions greater than 1 as well as for later adding and subtracting unlike fractions. Give students repeated opportunities to practice representing fractions and equivalent fractions on a number line, with a variety of models (fraction strips for parts of a whole, counters for parts of a set), and with fraction notation.

Algebraic Thinking

- Write multiplication sentences to represent equal groups and repeated addition.
- Solve problems involving partitioning in equal groups, including identifying the remainder.
- Solve problems involving sharing equal groups, including identifying the remainder.
- Know multiplication/division fact families.

Students at this stage will likely benefit from reviewing the basic concept of multiplication and division. Present both the repeated addition model and the array model since both of these will become useful in different word problem situations. Having a very solid conceptual foundation will help students apply strategies that will develop fact fluency, while fact fluency will also help them apply concepts to solve word problems. While students are still developing their conceptual understandings, be sure to use small numbers that represent easy-to-grasp quantities in discussion examples as well as in independent work. Present problems involving larger one-digit numbers only when students are more confident of the concepts.

Fluency

- Know multiplication and division facts through 100.

The students in this group may have difficulty recalling basic multiplication facts. Discuss with them strategies for remembering facts, or recalling facts based on other known facts, such as that the 4s are simply the 2s two times. Give students smaller goals for remembering facts, starting first with 1s, 2s, 5s, and 10s, then moving on to the more difficult-to-recall facts. Remind students that once they know one fact in a family, they can use that fact to recall the other facts in the family. Use a table to illustrate that the commutative property reduces the number of facts that need to be memorized.

Provide daily practice as necessary. Have each student keep a personal record of which facts they know and which they still need to learn.

Essential Vocabulary

- Math terms related to essential concepts at this level include *equivalent*, *factor*, *multiple*, *product*, *remainder*, *dividend*, *quotient*, and *divisor*.

Fluency with select math vocabulary terms enables students to understand instruction, follow directions, process and discuss mathematical ideas, and work more confidently. Help students build essential math vocabulary, especially by encouraging them to use the words in discussions.

Tools for Instruction

Provides best-practice lessons, specifically targeted to the areas that should be prioritized for this profile. Download these resources after gaining a solid understanding of what to teach next for these students.

Number and Operations

 <p>Rounding to the Nearest Ten or Hundred</p> <p>(1 of 9)</p>	 <p>Three-Digit Addition</p> <p>(2 of 9)</p>	 <p>Three-Digit Subtraction</p> <p>(3 of 9)</p>	 <p>Solve Multiplication Facts</p> <p>(4 of 9)</p>
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Algebra and Algebraic Thinking

 <p>Multiplication Concepts and Sentences</p> <p>(1 of 4)</p>	 <p>Solve Problems Involving Partitioning in Equal Groups</p> <p>(2 of 4)</p>	 <p>Solve Problems Involving Sharing Equal Groups</p> <p>(3 of 4)</p>	 <p>Write Multiplication and Division Fact Families</p> <p>(4 of 4)</p>
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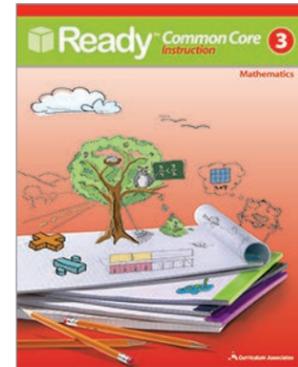
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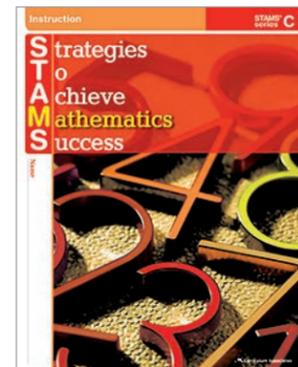
Supports blended learning by pointing to specific print lessons that develop skill gaps. Use Curriculum Associates' print products along with i-Ready to drive student growth.

Recommended Products from Curriculum Associates

If you have this product...	Use...
<p>Ready Common Core Math Instruction</p>	<p>Grade 3 Lesson 1: Understand the Meaning of Multiplication Lesson 2: Use Order and Grouping to Multiply Lesson 3: Split Numbers to Multiply Lesson 4: Understand the Meaning of Division Lesson 5: Understand How Multiplication and Division Are Connected Lesson 6: Multiplication and Division Facts Lesson 7: Understand Patterns Lesson 8: Use Place Value to Round Numbers Lesson 9: Use Place Value to Add and Subtract Lesson 10: Use Place Value to Multiply Lesson 11: Solve One-Step Word Problems Using Multiplication and Division Lesson 12: Model Two-Step Word Problems Using the Four Operations Lesson 13: Solve Two-Step Word Problems Using the Four Operations Lesson 14: Understand What a Fraction Is Lesson 15: Understand Fractions on a Number Line Lesson 16: Understand Equivalent Fractions Lesson 17: Find Equivalent Fractions Lesson 18: Understand Comparing Fractions Lesson 19: Use Symbols to Compare Fractions</p>
<p>STAMS</p>	<p>Book C Lesson 1: Place Value Lesson 2: Add and Subtract Lesson 3: Multiplication Concepts Lesson 4: Fact Strategies Lesson 5: More Fact Strategies Lesson 6: Division Concepts Lesson 7: Fact Families Lesson 8: Fraction Concepts Lesson 9: Model Equivalent Fractions Lesson 10: Benchmark Fractions Lesson 11: Compare Fractions Lesson 12: Fractions Greater than 1</p>
<p>STAMS Solve</p>	<p>Book C Practice 1: Place Value Practice 2: Add and Subtract Practice 3: Multiplication Concepts Practice 4: Fact Strategies Practice 5: More Fact Strategies Practice 6: Division Concepts Practice 7: Fact Families Practice 8: Fraction Concepts Practice 9: Model Equivalent Fractions Practice 10: Benchmark Fractions Practice 11: Compare Fractions Practice 12: Fractions Greater than 1</p> <p>Book C Teacher Guide Practice 18: Multiply by Multiples of 10</p>



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