**Critical Components to Using Data to Group Students & Determining the Focus of Intervention**

**Who:** Collaborative Teams

**What:** Report from your assessment system that shows individual student scores by grouping indicator (accuracy, fluency and comprehension), Tier 2 and Tier 3 Protocol, Grouping Worksheets, Grouping Summaries, and Diagnostic Assessments

**When:** After every universal screening administration

**Where:** Collaborative team meetings

**Why:** Using screening data to conduct the initial sorting of students and assess specific needs to determine placement in reading intervention groups and to determine the focus of instruction for each group of students
Grouping students according to the recommendations for tiered support (e.g. Tier 1, Tier 2, or Tier 3) is not sufficient because these recommendations only indicate the level of support students require for success. Collaborative teams must also determine the skill focus for intervention.

Students are initially grouped using the Universal Screening Assessment data. If assessment shows a need for a Classwide Intervention, teams need to begin here. The collaborative team should also consider whether the data indicates the need to strengthen core reading instruction. Investigate the core curriculum to understand whether a specific instructional routine is used, the students' opportunities to respond, and the opportunities to practice new skills. Collaborative teams should consider the need for additional professional development to strengthen instruction on specific instructional skills. If a classwide intervention is not warranted, an Instructional Grouping Worksheet, such as the generic one illustrated below, is used to provide a reasonable and practical way to organize data into four groups to determine the instructional focus for each student.

**Grouping Worksheet Format**

<table>
<thead>
<tr>
<th>Group 1: Accurate and Fluent</th>
<th>Group 2: Accurate but Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 3: Inaccurate and Slow</td>
<td>Group 4: Accurate, Fluent but Low Comprehension</td>
</tr>
</tbody>
</table>

Once the initial instructional sorting has been completed, the diagnostic process begins. Use the following grouping summary sheets to determine the plan of action for each group based on student needs.
### Oral Reading Fluency (ORF) Grouping Summary for Elementary Students

<table>
<thead>
<tr>
<th>Group 1: At or Above Benchmark on ORF and Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with quality core instruction. Likely to need enrichment.</td>
</tr>
</tbody>
</table>

**PROTOCOL INTERVENTIONS**
- Look at extension/enrichment options within your core curriculum to take a concept or topic deeper (often found in the margins of the teacher’s guide).
- Create vocabulary or morphology units that provide deeper level skill development with words from texts the students are reading.
- Create higher-order thinking skill comprehension questions and long-term projects from read texts for discussion groups and individual activities.
- Use above grade level text and participate in literature circles, author studies, or writing in response to reading.
- Create topics for advanced writing prompts that emphasize expository/research writing, etc.

<table>
<thead>
<tr>
<th>Group 2: Accurate and Not Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional support on improving fluency.</td>
</tr>
</tbody>
</table>

**PROTOCOL INTERVENTIONS**

**Plan of Action**
- Instruction on automaticity at the word, phrase, sentence, and passage level. Repeated and assisted reading of passages
- Instruction on grouping words to make meaning, pacing, and attention to punctuation
- Use both narrative and informational texts
- Deep word knowledge instruction (phonology/orthography/morphology/semantic and syntactic features)
- Check on advanced PA skills optional

<table>
<thead>
<tr>
<th>Group 3: Inaccurate and Not Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional support on phonics, phonological awareness or sight words depending on further assessments</td>
</tr>
</tbody>
</table>

**PROTOCOL INTERVENTIONS**

**Plan of Action**
- Instruction on missing decoding skills
- Instruction on missing high frequency words
- Work on applying skills to connected text at instructional level
- Work on fluent reading at independent level using decodable text

<table>
<thead>
<tr>
<th>Group 4: Accurate, Fluent but Low Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional support in comprehension and vocabulary</td>
</tr>
</tbody>
</table>

**PROTOCOL INTERVENTIONS**

**Plan of Action**
- Instruction on monitoring meaning
- Instruction on determining main ideas
- Instruction on fix-up strategies
- Instruction on specific words and word learning strategies

---

Students in Group 3 need an additional assessment to determine their instructional focus (e.g. PAST and/or QPS).
### Oral Reading Fluency (ORF) Grouping Summary for Adolescent Readers

<table>
<thead>
<tr>
<th>Group 2: Accurate and Not Fluent</th>
<th>Group 3: Inaccurate and Not Fluent</th>
<th>Group 4: Accurate, Fluent but Low Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional support on fluency.</td>
<td>Additional support on phonics, phonological awareness or sight words depending on further assessments.</td>
<td>Additional support in comprehension and vocabulary.</td>
</tr>
</tbody>
</table>

#### Protocol Interventions

**Group 2**  
- Combined intervention of comprehension/vocabulary/word study/fluency
- Fluency practice with content-specific text (not homework help but texts designed to build background knowledge in current content courses)
- Check on advanced PA skills optional

**Group 3**  
- Plan of Action  
  - Consider vocabulary/word study as part of this intervention  
  - Instruction on missing decoding skills  
  - Instruction on missing high frequency words  
  - Work on applying skills to connected text at instructional level  
  - Work on fluent reading at independent level using decodable text

**Group 4**  
- Plan of Action  
  - Focus on content text to task work  
  - Build comprehension through vocabulary/background knowledge/creating a schema within the student's mind

---

**Students in Group 3 need an additional assessment to determine their instructional focus (e.g. PAST and/or QPS).**

"Whenever a student struggles with a skill that is assumed to be mastered at a set grade level, intervention is needed." (Hall, 2011)
Students should be placed in an intervention group that addresses the lowest skill or skills not yet mastered, but expected to be mastered for the students' grade level. For Kansas MTSS purposes, a student must score at least 90% on a phonics diagnostic task to be considered as having mastered that skill. For Phonological Awareness diagnostic tasks, Kansas MTSS and Alignment recommends 80% or more of students demonstrate mastery. Once a student masters a skill, the student will receive instruction on the next skill that was missed on the continuum. This provides a seamless process from the skill continuum through the assessment scores to the instructional focus for grouping.

Finally, it is important to document the final instructional groupings in order to organize the students in the variety of groups that will be needed. The document should include details such as the names of the students in the group, the focus of instruction, the name of the interventionist, the progress monitoring tool and frequency, and other important information. This process ensures clear communication, organization, and understanding of the instructional groupings to the groups can be implemented in an efficient manner.

Remember that programs do not teach. Success does not depend on a program but on how well the interventionists are in those materials as well as in strong instructional practices.

It is critical that there be a match between the students' needs, the level of strategic or intensive instruction, and the focus of instruction. The most successful groupings and progress occur when specific student skill deficits are pinpointed and aligned with the appropriate intervention. Each time a universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groupings.

Resources:
K-12 Reading Implementation Guide
Grouping for Adolescent Literacy Webinar
FastBridge 2-5 Decision Making Flowchart
FastBridge 6-12 Decision Making Flowchart
2-12 Reading grouping non specific assessment