

Using the Diagnostic Results Reports to Create Small Groups for Secondary Students

After each Diagnostic, use your Diagnostic Results reports to create small groups based on Placement by Domain.

1. **Use the arrows to sort by domain** on your Diagnostic Results (Class) report.
 - Create small groups based on Placement by Domain, combining students who place at the same or similar level(s) in a domain.
 - For each small group that will be created, record students' names, Overall Placement, and Placement by Domain (see following pages). When organizing small groups, consider the number of students who will be in each group and the amount of variability in domain placements.
 - If the majority of students in your class have the same domain-specific needs, consider providing support through whole class instruction and differentiating small group instruction based on other instructional priorities.
2. After organizing students into small groups based on domain placement, **click on one student's name** to go to the Diagnostic Results (Student) report.
3. **Select the tab for the domain being used** to create the group, and record the Next Steps & Resources for Instruction.*
4. **Repeat Steps 2 and 3 for each domain placement represented in this small group.** This will give you some shared Next Steps & Resources for Instruction to help you begin shaping instruction for this group.

*There may be further differentiation for students who place at Grade K or Grade 1 in some Reading domains and for students who place at Grade K in some Mathematics domains. For each student who places at these grade levels, review their Diagnostic Results to gather the information needed to support their learning.

Diagnostic Results - Class Report

Subject: Math | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic 1 | 08/31/22-09/30/22

Showing 20 of 20

Choose Your Column: National Norms, Percentile Rank

Student	Overall Placement & Scale Score	NO	ALG	MS	GEO	Percentile Rank
Bowers, Tara	Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4	52nd
Jones, Anna	Grade 4 (472)	Grade 4	Mid 5	Grade 4	Grade 4	52nd
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	50th
Lowe, Noah	Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	50th
Singh, Brian	Grade 4 (463)	Grade 4	Grade 4	Early 5	Grade 4	40th

Diagnostic Results - Student Report: Elijah Powell - Grade 5

Subject: Math | Diagnostic: Diagnostic 1 (09/14/21)

Placement by Domain

Test results suggest that Elijah would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Elijah's mathematics abilities across domains. This priority places Elijah in Instructional Grouping 2.

Domain	Grade	Score
Number and Operations	Grade 4	449
Algebra and Algebraic Thinking	Grade 4	457
Measurement and Data	Grade 4	466
Geometry	Grade 3	436

Developmental Analysis

At placement levels 3-5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Next Steps & Resources for Instruction

Base Ten

- Subtract multi-digit numbers.
- Subtract multi-digit numbers

Tools for Instruction

Subtract Multi-Digit Numbers

Using the Diagnostic Results Reports to Create Small Groups for Secondary Students, Cont'd.

1 Small Group	
2 Domain	

- 1. When creating small groups, consider the number of students who will be in each group and the amount of variability in domain placements. *For example, for students who placed below grade level, there may be multiple domain placements (e.g., Grade 1, Grade 4, Grade 5) within a class.*
- 2. Indicate the one domain being used to create groups.
- 3. Indicate the student's Overall Placement.
- 4. Indicate the student's Placement by Domain.
- 5. Select and indicate a placement level of students in this domain, then record Next Steps & Resources for Instruction for this domain placement.*
- 6. Repeat the process of indicating the domain placement, including Next Steps & Resources for Instruction for any student domain placement levels in this small group.

Student Name	3 Overall Placement	4 Placement by Domain	5 Next Steps & Resources for Instruction 6	

*There may be further differentiation for students who place at Grade K or Grade 1 in some Reading domains and for students who place at Grade K in some Mathematics domains. For each student who places at these grade levels, review their Diagnostic Results to gather the information needed to support their learning.

Using the Diagnostic Results Reports to Create Small Groups for Secondary Students, Cont'd.

1 Small Group	
2 Domain	

1. When creating small groups, consider the number of students who will be in each group and the amount of variability in domain placements.
For example, for students who placed on or above grade level, there may be multiple domain placements (e.g., Mid 7, Late 7, Grade 8) within a class.
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4. Indicate the student's Placement by Domain.
5. Select and indicate a placement level of students in this domain, then record Next Steps & Resources for Instruction for this domain placement.
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Math Sample

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2 Domain	

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- Indicate the one domain being used to create groups.
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Ella G.	Grade 5	Early 7	<u>Early 7:</u> -Review the concepts that opposite signs indicate locations on opposite sides of the number line and that the opposite of the opposite of a number is the number itself. -Review using inequality statements to describe relative position of two numbers on a number line. -Identify situations in which opposite quantities combine to make 0.	<u>Mid 7:</u> -Add positive and negative rational numbers. -Subtract positive and negative rational numbers. -Perform multistep computations using all operations with both positive and negative rational numbers. -Use division to convert a rational number to a decimal and understand that the decimal form of a rational number either repeats or terminates in 0. -Interpret rational number values on a number line, including addition expressions, and interpret sums of rational numbers in real-world contexts.
Nathan R.	Grade 6	Early 7		
Alexi D.	Early 7	Early 7		
Ariana P.	Grade 6	Mid 7		
Aitana A.	Early 7	Mid 7		
Jacobo K.	Early 7	Mid 7		
Abby G.	Early 7	Mid 7	-Multiply positive and negative rational numbers and interpret products in real-world contexts. -Divide positive and negative rational numbers and interpret quotients in real-world contexts. <u>Tools for Instruction (TFIs):</u> -Multiply Positive and Negative Rational Numbers -Divide Positive and Negative Rational Numbers	-Interpret rational number values on a number line, including subtraction expressions, and apply this principle in real-world contexts. <u>TFIs:</u> -Add Positive and Negative Rational Numbers -Subtract Positive and Negative Rational Numbers -Solve Multi-Step Problems with Rational Numbers
Zandy M.	Early 7	Mid 7		

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Reading Sample

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2 Domain	

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For example, for students who placed below grade level, there may be multiple domain placements (e.g., Grade 1, Grade 4, Grade 5) within a class.
- Indicate the one domain being used to create groups.
- Indicate the student's Overall Placement.
- Indicate the student's Placement by Domain.
- Select and indicate a placement level of students in this domain, then record Next Steps & Resources for Instruction for this domain placement.*
- Repeat the process of indicating the domain placement, including Next Steps & Resources for Instruction for any student domain placement levels in this small group.

Student Name	3 Overall Placement	4 Placement by Domain	5 Next Steps & Resources for Instruction	6
Isaac H.	Grade 4	Grade 4	<u>Grade 4:</u> -Build knowledge of prefixes, suffixes, and word roots. -Continue to teach grade-level appropriate general academic and domain-specific vocabulary. -Extend understanding of word relationships.	<u>Grade 5:</u> -Extend understanding of word relationships. -Teach additional prefixes, suffixes, and word roots. -Teach vocabulary used in literary and informational texts.
Ella G.	Grade 4	Grade 4		
Joseph S.	Grade 4	Grade 4		
Carla P.	Grade 5	Grade 5		
Alejandro F.	Grade 5	Grade 5		
Alexi D.	Grade 5	Grade 5	<u>Tools for Instruction (TFIs):</u> -Introduce Prefix and Suffix Families -Identify Word Roots -Use Different Strategies to Figure Out Word Meanings	<u>TFIs:</u> - Explore Multiple Meaning Words - Introduce Word Families - Teach New Word Meanings
Romina M.	Grade 5	Grade 5		
Jacobo K.	Grade 5	Grade 5		
*Tyler B. <small>(included b/c Gr. 5 VOC but revisit for fit w/this group)</small>	Grade 6	Grade 5		

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