

Grouping Students for Instruction: Fall of Kindergarten

Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
8 or more on ISF.
These students are probably on track for learning phonemic awareness.
If there are no teacher concerns, check at next benchmark time.

Name	PSF	NWF

Group 2

List the students who scored:
Less than 8 on ISF
These students may need support to learn beginning phonemic awareness skills. Instructional focus should be phonemic awareness.
Monitor with ISF.

Name	PSF	NWF

Grouping Students for Instruction: Winter of Kindergarten

– Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
18 or more on PSF and 13 or more on NWF.
 These students are probably on track for learning phonemic awareness and the alphabetic principle.
 If there are no teacher concerns, check at next benchmark time.

Name	PSF	NWF

Group 2

List the students who scored:
18 or more on PSF and less than 13 on NWF
 These students are probably on track for learning phonemic awareness but may need support to learn beginning alphabetic principle skills.
 Instructional focus should be alphabetic principle.
 Monitor with NWF.

Name	PSF	NWF

Group 3

List the students who scored:
less than 18 on PSF and 13 or more on NWF.
 These students may need support to learn phonemic awareness. Although they appear to be on track for learning alphabetic principle skills, they may need additional support to maintain their progress.
 Instructional focus should be phonemic awareness. Monitor with PSF.

Name	PSF	NWF

Group 4

List the students who scored:
less than 18 on PSF and less than 13 on NWF.
 These students may need support to learn phonemic awareness and beginning alphabetic principle skills. Instructional focus should be phonemic awareness and alphabetic principle.
 Monitor with PSF and NWF.

Name	PSF	NWF

Grouping Students for Instruction: Spring of Kindergarten

Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored: 35 or more on PSF and 25 or more on NWF. These students are probably on track for phonemic awareness and alphabetic principle. If there are no teacher concerns, check at next benchmark time.		
Name	PSF	NWF

Group 2

List the students who scored: 35 or more on PSF and less than 25 on NWF. These students are probably on track for phonemic awareness but may need support in learning alphabetic principle skills. Instructional focus should be on the alphabetic principle. Monitor with NWF.		
Name	PSF	NWF

Group 3

List the students who scored: less than 35 on PSF and more than 25 on NWF. These students may need support to learn phonemic awareness. Although they appear to be on track for learning alphabetic principle skills, they may need additional support to maintain their progress. Instructional focus should be phonemic awareness. Monitor with PSF.		
Name	PSF	NWF

Group 4

List the students who scored: less than 35 on PSF and less than 25 on NWF. These students may need support to learn phonemic awareness and alphabetic principle skills. Instructional focus should be on phonemic awareness and alphabetic principle. Monitor with PSF and NWF.		
Name	PSF	NWF

Grouping Students for Instruction: Fall of First Grade

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Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
35 or more on PSF and 24 or more on NWF.
 These students are probably on track for learning phonemic awareness and the alphabetic principle.
 If there are no teacher concerns, check at next benchmark time.

Name	PSF	NWF

Group 2

List the students who scored:
35 or more on PSF and less than 24 on NWF
 These students are probably on track for learning phonemic awareness but may need support to learn beginning alphabetic principle skills.
 Instructional focus should be alphabetic principle.
 Monitor with NWF.

Name	PSF	NWF

Group 3

List the students who scored:
less than 35 on PSF and 24 or more on NWF.
 These students may need support to learn phonemic awareness. Although they appear to be on track for learning alphabetic principle skills, they may need additional support to maintain their progress.
 Instructional focus should be phonemic awareness. Monitor with PSF.

Name	PSF	NWF

Group 4

List the students who scored:
less than 35 on PSF and less than 24 on NWF.
 These students may need support to learn phonemic awareness and beginning alphabetic principle skills. Instructional focus should be phonemic awareness and alphabetic principle.
 Monitor with PSF and NWF.

Name	PSF	NWF

Grouping Students for Instruction: Winter of First Grade

– Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
50 or more on NWF* and 20 or more on ORF.**
 These students are probably on track for learning alphabetic principle and becoming fluent readers.
 If there are no teacher concerns, check at next benchmark time.

Name	NWF	ORF

Group 2

List the students who scored:
50 or more on NWF* and less than 20 on ORF.**
 These students are probably on track for learning alphabetic principle but may need support in accuracy and fluency in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text. Monitor with ORF.

Name	NWF	ORF

Group 3

List the students who scored:
less than 50 on NWF and more than 20 on ORF.**
 These students may need support to learn alphabetic principle skills. Although they appear to be on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on alphabetic principle. Monitor with NWF.

Name	NWF	ORF

Group 4

List the students who scored:
less than 50 on NWF and less than 20 on ORF.**
 These students may need support to learn alphabetic principle skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on alphabetic principle and accuracy, fluency and comprehension in connected text. Monitor with NWF and ORF.

Name	NWF	ORF

* Students who achieve 50 correct sounds on NWF but are not recoding (i.e., reading correctly as a whole word) at least 15 words may need support in learning the alphabetic principle.
 ** Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.

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Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
50 or more on NWF* and 40 or more on ORF.**
 These students are probably on track for learning alphabetic principle and becoming fluent readers.
 If there are no teacher concerns, check at next benchmark time.***

Name	NWF	ORF

Group 2

List the students who scored:
50 or more on NWF* and less than 40 on ORF.**
 These students are probably on track for learning alphabetic principle but may need support in accuracy and fluency in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text. Monitor with ORF.***

Name	NWF	ORF

Group 3

List the students who scored:
less than 50 on NWF and more than 40 on ORF.**
 These students may need support to learn alphabetic principle skills. Although they appear to be on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on alphabetic principle. Monitor with NWF.***

Name	NWF	ORF

Group 4

List the students who scored:
less than 50 on NWF and less than 40 on ORF.**
 These students may need support to learn alphabetic principle skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on alphabetic principle and accuracy, fluency and comprehension in connected text. Monitor with NWF and ORF.***

Name	NWF	ORF

* Students who achieve 50 correct sounds on NWF but are not recoding (i.e., reading correctly as a whole word) at least 15 words may need support in learning the alphabetic principle.
 ** If student's accuracy is less than 95%, the student may need support in decoding skills.
 *** Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.

Grouping Students for Instruction: Fall of Second Grade

—Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
50 or more on NWF* and 44 or more on ORF.**
 These students are probably on track for learning alphabetic principle and becoming fluent readers.
 If there are no teacher concerns, check at next benchmark time.

Name	NWF	ORF

Group 2

List the students who scored:
50 or more on NWF* and less than 44 on ORF.**
 These students are probably on track for learning alphabetic principle but may need support in accuracy and fluency in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text. Monitor with ORF.

Name	NWF	ORF

Group 3

List the students who scored:
less than 50 on NWF and more than 44 on ORF.**
 These students may need support to learn alphabetic principle skills. Although they appear to be on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on alphabetic principle. Monitor with NWF.

Name	NWF	ORF

Group 4

List the students who scored:
less than 50 on NWF and less than 44 on ORF.**
 These students may need support to learn alphabetic principle skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on alphabetic principle and accuracy, fluency and comprehension in connected text. Monitor with NWF and ORF.

Name	NWF	ORF

* Students who achieve 50 correct sounds on NWF but are not recoding (i.e., reading correctly as a whole word) at least 15 words may need support in learning the alphabetic principle.
 ** If student's accuracy is less than 95%, the student may need support in decoding skills. If retell is less than 25% of ORF score, the student may need support in comprehension skills.

Grouping Students for Instruction: Winter of Second Grade

—Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
68 or more on ORF* and whose retell is at least 25% of ORF score.
These students are probably on track for becoming fluent readers with good comprehension.
If there are no teacher concerns, check at next benchmark time.

Name	ORF	RTF

Group 2

List the students who scored:
68 or more on ORF* and whose retell is less than 25% of ORF.
These students are probably on track for learning the decoding skills necessary for fluent reading but may need support in the area of reading comprehension. Monitor with ORF and RTF.

Name	ORF	RTF

Group 3

List the students who scored:
less than 68 on ORF* and whose retell is at least 25% of ORF score.
These students may need support in reading connected text with an emphasis on accuracy and fluency. Comprehension should continue to be monitored. Monitor with ORF and RTF.

Name	ORF	RTF

Group 4

List the students who scored:
less than 68 on ORF* and whose retell is less than 25% of ORF.
These students may need support in the areas of accuracy, fluency and comprehension in reading connected text.
Instructional focus should be on accuracy, fluency, and comprehension in reading connected text. Monitor with ORF and RTF.

Name	ORF	RTF

* If student's accuracy is less than 95%, the student may need support in decoding skills.

Grouping Students for Instruction: Spring of Second Grade

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Group 1

List the students who scored:
90 or more on ORF* and whose retell is at least 25% of ORF score.
 These students are probably on track for becoming fluent readers with good comprehension.
 If there are no teacher concerns, check at next benchmark time.

Name	ORF	RTF

Group 2

List the students who scored:
90 or more on ORF* and whose retell is less than 25% of ORF.
 These students are probably on track for learning the decoding skills necessary for fluent reading but may need support in the area of reading comprehension. Monitor with ORF and RTF.

Name	ORF	RTF

Group 3

List the students who scored:
less than 90 on ORF* and whose retell is at least 25% of ORF score.
 These students may need support in reading connected text with an emphasis on accuracy and fluency. Comprehension should continue to be monitored. Monitor with ORF and RTF.

Name	ORF	RTF

Group 4

List the students who scored:
less than 90 on ORF* and whose retell is less than 25% of ORF.
 These students may need support in the areas of accuracy, fluency and comprehension in reading connected text.
 Instructional focus should be on accuracy, fluency, and comprehension in reading connected text. Monitor with ORF and RTF.

Name	ORF	RTF

* If student’s accuracy is less than 95%, the student may need support in decoding skills.

Grouping Students for Instruction: Fall of Third Grade

—Adapted from Dr. Stephanie Stollar, Southwest Ohio SERCC

Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
77 or more on ORF* and whose retell is at least 25% of ORF score.
These students are probably on track for becoming fluent readers with good comprehension.
If there are no teacher concerns, check at next benchmark time.

Name	ORF	RTF

Group 2

List the students who scored:
77 or more on ORF* and whose retell is less than 25% of ORF.
These students are probably on track for learning the decoding skills necessary for fluent reading but may need support in the area of reading comprehension. Monitor with ORF and RTF.

Name	ORF	RTF

Group 3

List the students who scored:
less than 77 on ORF* and whose retell is at least 25% of ORF score.
These students may need support in reading connected text with an emphasis on accuracy and fluency. Comprehension should continue to be monitored. Monitor with ORF and RTF.

Name	ORF	RTF

Group 4

List the students who scored:
less than 77 on ORF* and whose retell is less than 25% of ORF.
These students may need support in the areas of accuracy, fluency and comprehension in reading connected text.
Instructional focus should be on accuracy, fluency, and comprehension in reading connected text. Monitor with ORF and RTF.

Name	ORF	RTF

* If student's accuracy is less than 95%, the student may need support in decoding skills.

Grouping Students for Instruction: Winter of Third Grade

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Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
92 or more on ORF* and whose retell is at least 25% of ORF score.
These students are probably on track for becoming fluent readers with good comprehension.
If there are no teacher concerns, check at next benchmark time.

Name	ORF	RTF

Group 2

List the students who scored:
92 or more on ORF* and whose retell is less than 25% of ORF.
These students are probably on track for learning the decoding skills necessary for fluent reading but may need support in the area of reading comprehension. Monitor with ORF and RTF.

Name	ORF	RTF

Group 3

List the students who scored:
less than 92 on ORF* and whose retell is at least 25% of ORF score.
These students may need support in reading connected text with an emphasis on accuracy and fluency. Comprehension should continue to be monitored. Monitor with ORF and RTF.

Name	ORF	RTF

Group 4

List the students who scored:
less than 92 on ORF* and whose retell is less than 25% of ORF.
These students may need support in the areas of accuracy, fluency and comprehension in reading connected text.
Instructional focus should be on accuracy, fluency, and comprehension in reading connected text. Monitor with ORF and RTF.

Name	ORF	RTF

* If student's accuracy is less than 95%, the student may need support in decoding skills.

Grouping Students for Instruction: Spring of Third Grade

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Note: Always collect additional information to validate a child's score if there is any question about the accuracy of the score.

Group 1

List the students who scored:
110 or more on ORF* and whose retell is at least 25% of ORF score.
These students are probably on track for becoming fluent readers with good comprehension.
If there are no teacher concerns, check at next benchmark time.

Name	ORF	RTF

Group 2

List the students who scored:
110 or more on ORF* and whose retell is less than 25% of ORF.
These students are probably on track for learning the decoding skills necessary for fluent reading but may need support in the area of reading comprehension. Monitor with ORF and RTF.

Name	ORF	RTF

Group 3

List the students who scored:
less than 110 on ORF* and whose retell is at least 25% of ORF score.
These students may need support in reading connected text with an emphasis on accuracy and fluency. Comprehension should continue to be monitored. Monitor with ORF and RTF.

Name	ORF	RTF

Group 4

List the students who scored:
less than 110 on ORF* and whose retell is less than 25% of ORF.
These students may need support in the areas of accuracy, fluency and comprehension in reading connected text.
Instructional focus should be on accuracy, fluency, and comprehension in reading connected text. Monitor with ORF and RTF.

Name	ORF	RTF

* If student's accuracy is less than 95%, the student may need support in decoding skills.