SETON
EDUCATION PARTNERS

GROUPING STUDENTS BASED ON MAP DATA

Why should I use MAP data to group students?

In a single classroom, student abilities vary drastically, and every student has a different set of strengths and areas for growth. Because students can be at very different academic levels, we can better meet their developmental needs by placing them in differentiated groups for instruction. The MAP test is one good measure of these academic strengths and weaknesses. Grouping students by this MAP data allows us (as teachers) to divide students in an academically meaningful way.

How can I use MAP data to group students?

There are two main ways to group students using MAP data:

A. **Group Students By Overall RIT Scores**
Grouping students by their overall RIT scores is a simple way to divide students based on their relative ability.

When should I group students this way? Grouping students by overall RIT score can be used for broad grouping by students' general ability-level. Grouping students in this way is beneficial for lessons that all students will receive, but need to access at varying levels of instruction.

Example: My class' overall RIT ranged from 161 to 205. I split them into three groups. The first group was students below the 40th percentile, the second group was between the 40th and 65th percentile, and the third group was the 65th percentile and higher.

B. **Group students by instructional area scores**
While grouping students strictly by RIT score is useful, grouping by the instructional area scores can provide a deeper level of differentiated instruction.

When should I group students this way? Grouping students by instructional area scores can be used for more specific groupings. This type of grouping is often used for teaching targeted lessons to address skill gaps, as well as to break students into groups based on remediation or enrichment needs.
Grouping students by instructional areas might also be beneficial when starting a new chapter in order to introduce new material based on students' performance with the new topic.

Example: I looked at the class breakdown report and chose to group students by vocabulary use and functions because we were focusing on context clues. I saw my students were in slightly different places that differed from their overall RIT scores, so I grouped them by the Vocabulary Use and Functions scores instead. I now have two groups in the 151-180 range and one group in the 181-200 range.

It is important to note that these two ways of grouping do not need to be mutually exclusive. Often, teachers utilize different types of groupings over the course of a week or two.

Example: A teacher might use general ability grouping (*option A by overall RIT scores*) for their general instruction during a week, and then split students into more specific groups (*option B by instructional area score*) to target instructional gaps once a week.

SETON
EDUCATION PARTNERS

Example templates for grouping

There are many ways to structure and organize new groups, and almost everyone has a different preference for how to do so. Below are a few example templates that may be beneficial if you are looking for a starting place!

1. ***Grouping worksheet for overall RIT scores***
   This template is beneficial when trying to group students by overall ability for general instruction. By grouping students by overall performance, you can more easily differentiate day-to-day instruction to meet their needs.

RIT range 1:	RIT range 2:	RIT range 3:	RIT range 4:

Example

RIT range 1: 151 - 160	RIT range 2: 161 - 180	RIT range 3: 181 - 200	RIT range 4: 201 - 210
J. Smith M. Jordan A. Quinn P. Williams N. Ortega	L. Jackson D. Robinson D. Terry O. Mitchell G. Cole	L. Martin E. Ruiz T. Jones K. Garcia B. Franz P. Burnam N. Motley	S. Hernandez T. Williamson B. Phillips J. McGonagle M. Rodriguez J. Ramirez

2. ***Grouping worksheet for instructional area***
   This template can be used when you want to target a specific instructional area. By placing students into groups by performance in a particular domain, it is easier to scaffold instruction to make sure all students can access, and eventually master, the material.

Instructional area:		
RIT range 1:	**RIT range 2:**	**RIT range 3:**

Example

Instructional area: numbers and operations		
RIT range 1: 171 - 190	**RIT range 2: 191 - 200**	**RIT Range 3: 201 - 210**
J. Smith M. Jordan A. Quinn P. Williams B. Franz P. Burnam N. Motley	N. Ortega D. Terry O. Mitchell G. Cole L. Martin T. Jones K. Garcia T. Williamson	L. Jackson D. Robinson S. Hernandez B. Phillips J. McGonagle M. Rodriguez J. Ramirez E. Ruiz

3. *Grouping worksheet for targeted instruction*

This template can be used when you want to target a certain topic with students. This table should be used to identify the skill a student would need to master in order to move into the next RIT range. By identifying what skill the students actually need in order to master a topic, you are scaffolding instruction to help them ultimately master the grade-level standard.

Instructional area:		
Topic:		
RIT range 1:	**RIT range 2:**	**RIT range 3:**

Example (Note for this example the Learning Continuum MAP report was used*)**

Instructional area: numbers and operations in base ten		
Topic: whole numbers - multiplication/division		
RIT range 1: 171 - 190	**RIT range 2: 191 - 200**	**RIT range 3: 201 - 210**
O. Mitchell G. Cole L. Martin M. Jordan L. Jackson D. Robinson S. Hernandez P. Burnam	N. Ortega D. Terry T. Jones K. Garcia T. Williamson M. Rodriguez J. Ramirez	B. Phillips J. McGonagle E. Ruiz A. Quinn P. Williams B. Franz N. Motley
Standards to master to move into next RIT range:		
- Multiplies one-digit whole numbers by multiples of 10 *- Multiplies two-digit whole numbers by two-digit whole numbers*	*- Multiplies one-digit whole numbers by whole numbers with more than two digits* *- Multiplies two-digit whole numbers by two-digit whole numbers* *- Divides whole numbers up to four digits by one-digit divisors, without a remainder*	*- Divides multi-digit whole numbers by one-digit divisors with no remainder using models* *- Multiplies multi-digit whole numbers* *Divides whole numbers up to four digits by one-digit divisors, without a remainder* *- Divides whole numbers up to four digits by two-digit divisors, without a remainder*