

Michigan's Multi-Tiered System of Supports Technical Assistance Center  
September 2019 – Version 1.1

## Whole Group Response Patterns Activity

This document provides an example of utilizing response pattern information alongside Initial Grouping Suggestions Report data to plan for whole and small group instruction.

### Activity 2.1

Classroom Report for Kindergarten, MOY

School: Westminster Elementary Grade: Kindergarten, Middle of Year Year: 2011-2012 Class: Dyer AM		Classroom Report												
		FSF		LNF		PSF		NWF		DIBELS COMPOSITE SCORE				
NAME	STUDENT ID	Score	Local Percentile	Score	Local Percentile	Score	Local Percentile	CLS	Local Percentile	WWR	Local Percentile	Score	Local Percentile	Score Level
Castro, Alyssa	440000591													
Dennis, April	440000404	33	25	6	1	8	3	11	22	0	40	58	4	Well Below Benchmark
Bright, Maci	440000482	28	18	21	14	11	7	11	22	0	40	71	8	Well Below Benchmark
Gonzales, Annabel	440000382	34	29	18	13	18	16	8	10	0	40	78	10	Well Below Benchmark
Griffin, Tilly	440000472	33	25	27	19	13	10	17	32	0	40	90	12	Below Benchmark
Shaw, Keira	440000455	36	40	12	9	35	30	7	8	0	40	90	12	Below Benchmark
Salinas, Marnie	440000483	38	53	15	11	37	35	3	2	0	40	93	14	Below Benchmark
Norman, Rowan	440000457	28	18	25	16	35	30	13	26	0	40	101	20	Below Benchmark
Reeves, Jasmine	440000374	37	47	8	5	52	84	6	6	0	40	103	23	Below Benchmark
Marsh, Nicole	440000224	37	47	30	28	35	30	9	13	0	40	111	25	Below Benchmark
Logan, Katherine	440000402	37	47	33	33	39	37	9	13	0	40	118	28	Below Benchmark
Booker, Kara	440000427	44	77	38	47	13	10	34	89	0	40	129	34	At Benchmark
Dawson, Elena	440000306	38	53	45	75	32	25	18	37	0	40	133	40	At Benchmark
Deleon, Edith	440000425	26	16	48	84	47	63	21	52	0	40	142	53	At Benchmark
Zamora, Aoife	440000371	44	77	37	43	50	74	11	22	0	40	142	53	At Benchmark
Jordan, Myla	440000437	40	62	38	47	47	63	18	37	0	40	143	56	At Benchmark
Jenkins, Anya	440000459	44	77	31	29	46	59	25	73	0	40	146	59	At Benchmark
Blankenship, Zofia	440000363	48	89	32	31	45	56	22	60	0	40	147	63	At Benchmark
Duran, Alexa	440000210	41	68	50	88	44	52	19	43	0	40	154	74	At Benchmark
Zavala, Savannah	440000468	39	57	50	88	47	63	26	77	0	40	162	82	Above Benchmark
Hanna, Abby	440000209	36	40	45	75	52	84	36	93	1	84	169	87	Above Benchmark
Waller, Arabella	440000486	41	68	46	80	55	93	45	96	7	94	187	93	Above Benchmark
GOAL		30				20		17				122		
AVERAGE		37.2		31.2		36.2		17.6		0.4		122.2		

Initial Grouping Suggestions Report with Response Pattern Analysis

Group 1: Likely to Need Core Support		
Phonemic Awareness	At or Above Benchmark	
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Name	PSF	NWF-CLS
	20+	17+
Blankenship, Zofia	OK 45	A 22 R
Dawson, Elena	FS 32	A 18 P
Deleon, Edith	FS 47	A 21 R
Duran, Alexa	FS 44	A 19 R W
Hanna, Abby	FS 52	A 36 S
Jenkins, Anya	FS 46	I 25 R
Jordan, Myla	FS 47	A 18 R
Waller, Arabella	FS 55	A 45 S
Zavala, Savannah	FS 47	I 26 R

  

Group 2: Additional support on alphabetic principle and basic phonics skills		
Phonemic Awareness	At or Above Benchmark	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Name	PSF	NWF-CLS
	20+	0-16
Logan, Katherine	PS 39	I 9 S
Marsh, Nicole	OK 35	I 9 S
Norman, Rowan	OK 35	I 13 R
Reeves, Jasmine	OK 52	A 6 S
Salinas, Marnie	PS 37	I 3 S
Shaw, Keira	OK 35	I 7 S
Zamora, Aoife	OK 50	I 11 S

  

Group 3: Additional support on phonemic awareness skills		
Phonemic Awareness	Below or Well Below Benchmark	
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Name	PSF	NWF-CLS
	0-19	17+
Booker, Kara	OK 13	A 34 S
Griffin, Tilly	OK 13	I 17 S

  

Group 4: Additional support on phonemic awareness and alphabetic principle and basic phonics skills		
Phonemic Awareness	Below or Well Below Benchmark	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Name	PSF	NWF-CLS
	0-19	0-16
Bright, Maci	PS 11	I 11 S
Dennis, April	PS 8	I 11 S
Gonzales, Annabel	OK 18	I 8 S

\*If a student's score on PSF is 0, check FSF to provide guidance on instruction.

- What is important for the teacher to know regarding whole group instruction?
- Based on the small groups identified, do you see any students who might need to move groups & why?

## Activity 2.2

### Classroom Report for 1<sup>st</sup> Grade, MOY

School: Westminister Elementary Grade: First Grade, Middle of Year Year: 2014-2015 Class: Harms		Classroom Report											Acadience <sup>™</sup> data management		Acadience Reading K-6	
		■ Above Benchmark / Likely to Need Core Support				■ At Benchmark / Likely to Need Core Support				■ Below Benchmark / Likely to Need Strategic Support			■ Well Below Benchmark / Likely to Need Intensive Support			
NAME	STUDENT ID	NWF				ORF				READING COMPOSITE SCORE						
		CLS	Local Percentile	WWR	Local Percentile	Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Score	Local Percentile	Score Level		
Abbott, Ciara	440000731	33	16	8	28	0	1	0%	0	2		41	5	Well Below Benchmark		
Lawrence, Remi	440000755	16	< 1	4	17	16	15	73%	9	19	1	80	12	Well Below Benchmark		
Travis, Alix	440000683	32	14	1	9	19	17	66%	0	2	1	84	14	Well Below Benchmark		
Andrews, Carla	440000726	43	25	14	41	24	20	77%	17	49	1	137	22	At Benchmark		
Barker, Jenna	440000752	37	20	4	17	30	38	86%	22	62	2	145	27	At Benchmark		
Mckenzie, Constance	440000732	78	54	10	31	24	20	73%	10	27	1	156	31	At Benchmark		
Huerta, Valentina	440000967	46	27	14	41	38	51	88%	14	38	1	172	36	At Benchmark		
Johns, Catriona	440000727	62	38	18	46	30	38	88%	22	62	1	184	37	Above Benchmark		
Perez, Christina	440000688	78	54	27	66	34	42	81%	10	27	1	201	45	Above Benchmark		
Whitney, Georgina	440000748	76	49	3	14	44	54	90%	18	53	2	203	47	Above Benchmark		
Gomez, Darci	440000734	76	49	23	54	34	42	87%	16	45	2	207	50	Above Benchmark		
Flynn, Ayva	440000729	87	64	22	52	39	53	80%	23	64	2	210	54	Above Benchmark		
Chung, Gabrielle	440000743	58	34	6	25	74	67	95%	5	9	1	230	57	Above Benchmark		
Bautista, Miriam	440000718	108	80	37	84	50	57	91%	11	33	1	275	66	Above Benchmark		
Skinner, Norah	440000720	94	68	29	69	63	62	98%	8	15	1	284	69	Above Benchmark		
Mayo, Agnes	440000708	86	61	31	72	80	75	95%	12	34	2	289	70	Above Benchmark		
Jimenez, Vera	440001026	86	61	24	58	102	91	99%	35	83	3	310	79	Above Benchmark		
Lane, Ayesha	440000728	105	79	34	80	92	83	97%	9	19	2	323	82	Above Benchmark		
Wilkins, Markus	440000746	102	76	25	62	120	95	96%	35	83	1	339	86	Above Benchmark		
Reyes, Leigha	440000758	124	92	39	91	95	86	100%	33	80	2	356	89	Above Benchmark		
Bradshaw, Luis	440000745	137	95	44	95	106	92	98%	41	91	3	385	95	Above Benchmark		
Golden, Tess	440000939	143	> 99	50	> 99	142	98	99%	33	80	2	433	98	Above Benchmark		
Kennedy, Kasey	440000623	141	96	48	97	147	> 99	100%	54	97	2	434	> 99	Above Benchmark		
GOAL		43		8		23		78%				130				
AVERAGE		80.3		22.4		61.0		85.1%	19.0		1.6	238.2				

Initial Grouping Suggestions Report with Response Patterns

School: Westminister Elementary		Grade: First Grade, Middle of Year		Year: 2011-2012		Class: Harms		Initial Grouping Suggestions	
<p><i>These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.</i></p>									
<b>Group 1: Likely to Need Core Support</b>					<b>Group 2: Additional support on accurate and fluent reading of connected text skills</b>				
Alphabetic Principle and Basic Phonics				At or Above Benchmark					
Accurate and Fluent Reading of Connected Text				At or Above Benchmark					
Name	CLS	NWF-WWR	ORF	Name	CLS	NWF-WWR	ORF	Name	CLS
Dixon, Avery	44	A 9 WJK	76	Lam, Thomas	58	A 20 W	77	Murphy, John	42
Fletcher, Wren	62	A 13 WJK	97						
Harmon, Amelie	111	A 36 W	86						
Horne, Indie	56	I 15 W	73						
Huang, Louisa	32	A 8 WJK	74						
Moses, Noah	88	A 28 W	85						
Nichols, Lucas	59	A 17 W	80						
Oconnell, Lewis	81	A 34 W	91						
Reese, Ezra	54	A 14 WJK	82						
Sotazar, Riley	66	I 13 W	80						
Sanford, Aaron	70	I 11 W	89						
<b>Group 3: Additional support on alphabetic principle and basic phonics skills</b>					<b>Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills</b>				
Alphabetic Principle and Basic Phonics				Below or Well Below Benchmark					
Accurate and Fluent Reading of Connected Text				At or Above Benchmark					
Name	CLS	NWF-WWR	ORF	Name	CLS	NWF-WWR	ORF	Name	CLS
Carlson, Caoimhe	37	A 3 R	74	Berry, Callum	45	I 0 S	37	Chan, Logan	25
Compton, Sophie	54	A 0 R	93	Chen, Logan	25	I 0 S	42	Kelly, Blake	35
Davidson, Andrew	65	A 4 R	81	Mackay, Ollie	36	I 0 S	47	Mays, Skylar	48
Dodson, Finlay	45	A 0 R	83	Ray, Alexander	36	A 1 R	79	Scott, Oscar	39
Heath, Cole	96	A 6 R	82						
Miller, Angus	48	A 2 R	70						
Sosa, Jordan	43	A 1 R	94						

- What is important for the teacher to know regarding whole group instruction?
- Based on the small groups identified, do you see any students who might need to move groups & why?

### Activity 2.3

### Classroom Report for 3<sup>rd</sup> Grade, BOY

School: Westminister Elementary Grade: Third Grade, Beginning of Year Year: 2014-2015 Class: MacArthur		Classroom Report							acadience™ data management		Acadience Reading K-6		
		Above Benchmark / Likely to Need Core Support		At Benchmark / Likely to Need Core Support		Below Benchmark / Likely to Need Strategic Support		Well Below Benchmark / Likely to Need Intensive Support					
NAME	STUDENT ID	ORF					MAZE		READING COMPOSITE SCORE				
		Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score	Local Percentile	Score Level	
Cooley, Cailleb	440001080												
Gonzales, Annabel	440000382	16	< 1	57%	16	11	2	2	9	56	< 1	Well Below Benchmark	
Logan, Katherine	440000402	33	9	87%	13	7	1	3	14	87	8	Well Below Benchmark	
Sharp, Natalia	440000227	31	7	86%	12	4	2	8	44	95	9	Well Below Benchmark	
Chambers, Devon	440000785	50	19	88%	18	18	1	0	3	110	11	Well Below Benchmark	
Jacobson, Arielle	440000937	50	19	93%	17	13	2	2	9	156	16	Well Below Benchmark	
Griffin, Tilly	440000472	68	38	97%	8	1	1	4	19	196	26	Below Benchmark	
Montes, Carmen	440000206	78	56	96%	8	1	1	4	19	198	27	Below Benchmark	
Howell, Caitlin	440000405	70	40	93%	24	43	2	6	31	206	31	Below Benchmark	
West, Carly	440000274	56	28	93%	13	7	1	17	85	214	33	Below Benchmark	
Reid, Aimee	440000476	62	33	97%	24	43	2	8	44	238	44	At Benchmark	
Yang, Bethany	440000471	84	59	95%	26	49	2	8	44	248	46	At Benchmark	
Duran, Alexa	440000210	68	38	97%	23	38	2	10	58	250	47	At Benchmark	
Hall, Eleanor	440000474	71	43	97%	33	74	4	7	36	261	52	At Benchmark	
Owen, Faith	440000473	76	54	99%	27	51	2	9	53	278	57	At Benchmark	
Lloyd, Bonnie	440000321	87	63	97%	18	18	2	15	79	279	58	At Benchmark	
Porter, Penelope	440000477	74	49	94%	53	91	3	7	36	280	59	At Benchmark	
Carpenter, Eliana	440000827	106	79	95%	32	68	3	8	44	282	61	At Benchmark	
Hays, Nora	440000487	82	57	99%	29	59	2	9	53	288	62	At Benchmark	
Montoya, Ariannah	440000936	73	48	100%	32	68	2	8	44	289	63	Above Benchmark	
Case, Hayley	440000262	107	82	98%	30	63	2	8	44	303	69	Above Benchmark	
Marsh, Nicole	440000224	119	89	98%	21	29	2	13	71	317	74	Above Benchmark	
Salas, Lyla	440000470	103	74	97%	32	68	2	16	83	327	77	Above Benchmark	
Craig, Sadie	440000385	98	70	98%	38	79	3	15	79	338	81	Above Benchmark	
Castillo, Emilie	440000294	117	87	97%	25	46	2	21	94	347	84	Above Benchmark	
Guerra, Ella-Louise	440000791	146	93	99%	54	94	4	21	94	450	93	Above Benchmark	
Hill, Aryia	440000469	174	98	99%	48	89	3	22	96	470	96	Above Benchmark	
Schroeder, Harley	440000272	140	92	99%	71	> 99	3	22	96	482	97	Above Benchmark	
GOAL		70		95%	20		2	8		220			
AVERAGE		82.9		94.3%	27.6		2.1	10.1		260.9			

Initial Grouping Suggestions Report with Response Pattern Analysis

School: Westminster Elementary		Initial Grouping Suggestions	
Grade: Third Grade, Beginning of Year			
Year: 2014-2015			
Class: MacArthur			
<p><i>These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.</i></p>			
<b>Group 1: Likely to Need Core Support</b> Accurate and Fluent Reading of Connected Text: At or Above Benchmark Reading Comprehension: "X" # At or Above Benchmark		<b>Group 2: Additional support on fluent reading of connected text skills</b> Accurate Reading of Connected Text: At or Above Benchmark Fluent Reading of Connected Text: Below or Well Below Benchmark	
Name	ORF Accuracy 95%+	ORF Words Correct 70+	Rebell 20+
Carpenter, Eliana	95%	106	X
Cass, Hayley	96%	107	X
Castillo, Emile	97%	117	X
Craig, Sadie	98%	98	X
Guerra, Ella-Louise	99%	146	X
Hall, Eleanor	97%	71	X
Hays, Nora	99%	55	X
Hill, Anya	99%	174	X
Lloyd, Bonnie	97%	67	X
Marsh, Nicole	98%	119	X
Montes, Carmen	96%	76	X
Montoya, Ariannah	100%	73	X
Owen, Faith	99%	76	X
Selas, Lyta	97%	103	X
Schroeder, Harley	99%	140	X
Yang, Bethany	95%	84	X
Name	ORF Accuracy 95%+	ORF Words Correct 0-69	
Duran, Alexa	97%	68	
Griffin, Tilly	97%	68	
Roid, Abree	97%	62	
<b>Group 3: Additional support on accurate reading of connected text skills</b> Accurate Reading of Connected Text: Below or Well Below Benchmark Fluent Reading of Connected Text: At or Above Benchmark		<b>Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills</b> Accurate Reading of Connected Text: Below or Well Below Benchmark Fluent Reading of Connected Text: Below or Well Below Benchmark	
Name	ORF Accuracy 0-94%	ORF Words Correct 70+	
Howell, Caitlin	93%	70	
Porter, Penelope	94%	74	
Name	ORF Accuracy 0-94%	ORF Words Correct 0-69	
Chambers, Devon	88%	50	
Gonzales, Annabel	57%	16	
Jacobson, Arielle	93%	50	
Logan, Katherine	87%	33	
Sharp, Natalia	86%	31	
West, Carly	93%	56	

- What is important for the teacher to know regarding whole group instruction?
- Based on the small groups identified, do you see any students who might need to move groups & why

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