

K Kindergarten Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / January, 2019

Group 1: Likely to Need Core Support		
Phonemic Awareness	At or Above Benchmark (10 or more on FSF)	
Reading Composite Score	At or Above Benchmark (26 or more on Reading Composite Score)	
Name	FSF 10+	Composite Score 26+

Group 2: Additional support on phonemic awareness and letter-sound skills		
Phonemic Awareness	At or Above Benchmark (10 or more on FSF)	
Reading Composite Score	Below or Well Below Benchmark (less than 26 on Reading Composite Score)	
Name	FSF 10+	Composite Score 0-25

Group 3: Additional support on phonemic awareness skills		
Phonemic Awareness	Below or Well Below Benchmark (less than 10 on FSF)	
Reading Composite Score	At or Above Benchmark (26 or more on Reading Composite Score)	
Name	FSF 0-9	Composite Score 26+

Group 4: Additional support on phonemic awareness and letter-sound skills		
Phonemic Awareness	Below or Well Below Benchmark (less than 10 on FSF)	
Reading Composite Score	Below or Well Below Benchmark (less than 26 on Reading Composite Score)	
Name	FSF 0-9	Composite Score 0-25

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

K Kindergarten Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / January, 2019

Group 1: Likely to Need Core Support		
Phonemic Awareness	At or Above Benchmark (PSF is 20 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 17 or higher)	
Name	PSF 20+	NWF-CLS 17+

Group 2: Additional support on the alphabetic principle and basic phonics skills		
Phonemic Awareness	At or Above Benchmark (PSF is 20 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 17)	
Name	PSF 20+	NWF-CLS 0-16

Group 3: Additional support on phonemic awareness skills		
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 20)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 17 or higher)	
Name	PSF 0-19	NWF-CLS 17+

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills		
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 20)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 17)	
Name	PSF 0-19	NWF-CLS 0-16

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

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

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

K Kindergarten End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / January, 2019

Group 1: Likely to Need Core Support		
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 28 or higher)	
Name	PSF 40+	NWF-CLS 28+

Group 2: Additional support on the alphabetic principle and basic phonics skills		
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 28)	
Name	PSF 40+	NWF-CLS 0-27

Group 3: Additional support on phonemic awareness skills		
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 28 or higher)	
Name	PSF 0-39	NWF-CLS 28+

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills		
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 28)	
Name	PSF 0-39	NWF-CLS 0-27

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.