

Flex Grouping

Flex Grouping Occurs at All Levels

Classrooms reflect a combination of all student academic levels (WTL, OL, AL). Flexible grouping and differentiated instruction takes place at all three levels to meet individual student needs.

The classroom teacher teaches each group the skills and strategies included in the Maryland Voluntary State Curriculum (VSC). Periodic benchmark assessments in Reading and Math are administered and analyzed at grade level instructional team meetings.

In addition, classroom assessments and daily performance are used to help identify student's strengths and areas of concern. This information is used for placing each student in a flexible group at his/her instructional level.

REAL Reading Enrichment and Learning

REAL consists of 45 minutes of flexible reading instruction for students. Students are placed in groups based upon proficiency of grade level materials. Students may use language support readers (WTL), below level readers (WTL), on level readers (OL), above level readers (AL) or novels (AL) during instruction. Students do not receive grades while being instructed in REAL. Grades are based on proficiency of on grade level skills.

MINT Math is No Trouble (gr. 3-5) Math Teams (gr. 1, 2)

MINT consists of 30 minutes of flexible math instruction for students. Students are placed in groups based upon their proficiency of math skills as assessed on chapter tests. Students are given remediation or extension activities based on achievement. The groups are flexible and can change weekly. Students do not receive grades while being instructed in MINT. MINT is a pull-out service.

Math teams provide remediation or extension to students in grades 1 and 2 based upon proficiency of on-going instruction. Staff support daily skills for 30 minutes in each math class.



Meeting Students' Needs at their Instructional Level

Grades 1-5

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▶ **WTL
Working
Towards Level**

Students assigned to the working towards level groups have yet to master basic skills in Reading at their grade level. These students receive modifications in the classroom with support from our assistants and teachers. Some of these modifications might include reading tests to students, small group or individual assistance, and additional time to complete assignments.

Group size is generally smaller, thus enabling our staff to better meet their individual needs.

Once students earn a C in their work performance, they merit consideration for placement in an on level group. Teacher recommendation is a key factor in the group change.

**OL
On Level**

Students assigned to on level groups have displayed proficiency in grade level reading and/or math skills. Students having difficulty maintaining satisfactory performance in an on level group are considered for movement to a WTL group. Students exhibiting mastery of on level curriculum are considered for movement to the AL group.

Due to county Math guidelines, all students are instructed using OL materials with differentiation for students needing remediation or extension.

Student progress is reviewed weekly for placement purposes.

**AL
Above-Level**

Students assigned to above level groups have an advanced understanding of reading and/or math at their grade level. These students generally exhibit good work habits, are independent thinkers, and strive to go beyond the required grade level expectations. Students who meet this criteria receive enrichment activities that challenge their critical thinking skills. Should a student's performance in this group fall below AL group expectations, a grouping change may be considered.

Students may only be designated as AL in Math if they have shown consistent achievement when using advanced materials.

