French Immersion
Initial Grouping Suggestions

October, 2024

Initial Grouping Suggestions

The groupings provided by these worksheets are considered initial suggestions because the teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Three Levels of Instructional Support

The following three levels of instructional support are identified for individual Acadience Reading Français scores as well as the overall Reading Composite Score:

- *At or Above Benchmark: Likely to Need Core Support – Student's scores are at or above the benchmark for their grade and time of year; students performing at this level are likely to need effective core instruction to reach subsequent goals.*

  Generally **80%–90%** probability of reaching subsequent important reading goals.

  Provide generally effective core curriculum and instruction focused on the core components of early literacy and reading.

- *Below Benchmark: Likely to Need Strategic Support – Student's scores are below the benchmark for their grade and time of year; students performing at this level are likely to need additional targeted intervention and support to reach subsequent goals.*

  Generally **40%–60%** probability of reaching subsequent important reading goals.

  Provide extra practice; adaptations of core curriculum; small group instruction with supplementary program.

- *Well Below Benchmark: Likely to Need Intensive Support – Student's scores are well below the benchmark for their grade and time of year; students performing at this level are likely to need substantial additional intervention and support to reach subsequent goals.*

  Generally **10%–20%** probability of reaching subsequent important reading goals.

  Provide focused, explicit instruction with supplementary intensive curriculum; small group/individual instruction.

Validating Need for Support

Within the Outcomes Driven Model, an important step is validating need for support. At this step, ask, "Are we confident that the identified students need support?" If there is any doubt in making the decision regarding whether a student is on track or not with respect to a core component, additional information should be obtained. The goal is to be reasonably confident in the decision that the student is on track or not. Additional information may be obtained by retesting with alternate forms of the corresponding Acadience Reading Français measure, by administering a brief diagnostic assessment, or by considering other assessment and performance information available on the student.

Building Accuracy and Fluency

The goal in each core component area is for the student to demonstrate proficiency with the skill by being highly accurate as well as fluent and confident in their answers. Build accuracy with a focus on accurate and fluent word reading and decoding, advanced phonics, and word attack skills. Incorporate-fluency building activities on mastery-level material where the student is highly accurate. Consider using survey-level assessment to identify the appropriate progress monitoring level, instructional level, and mastery level.

Core Components of Early Literacy

It is important to analyze and use all of the information available on a student's skills. These initial instructional grouping worksheets provide an initial focus on the two most salient core components at each assessment time. Vocabulary and oral language skills are another core component of early literacy that should be considered when planning instructional groups.

School-Wide, Systems-Level Considerations

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

K Kindergarten Beginning of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Phonemic Awareness	At or Above Benchmark (20 or more on FPS)
Reading Composite Score	At or Above Benchmark (31 or more on Score Composite de Lecture)

Name	FPS 20+	Score Composite 31+

Group 2: Additional support on phonemic awareness and letter-sound skills

Phonemic Awareness	At or Above Benchmark (20 or more on FPS)
Reading Composite Score	Below or Well Below Benchmark (less than 31 on Score Composite de Lecture)

Name	FPS 20+	Score Composite 0–30

Group 3: Additional support on phonemic awareness skills

Phonemic Awareness	Below or Well Below Benchmark (less than 20 on FPS)
Reading Composite Score	At or Above Benchmark (31 or more on Score Composite de Lecture)

Name	FPS 0–19	Score Composite 31+

Group 4: Additional support on phonemic awareness and letter-sound skills

Phonemic Awareness	Below or Well Below Benchmark (less than 20 on FPS)
Reading Composite Score	Below or Well Below Benchmark (less than 31 on Score Composite de Lecture)

Name	FPS 0–19	Score Composite 0–30

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

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Group 1: Likely to Need Core Support

Phonemic Awareness	At or Above Benchmark (FSP is 18 or higher)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–NSC is 15 or higher)

Name	FSP 18+	FNM–NSC 15+

Group 2: Additional support on the alphabetic principle and basic phonics skills

Phonemic Awareness	At or Above Benchmark (FSP is 18 or higher)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–NSC is below 15)

Name	FSP 18+	FNM–NSC 0–14

Group 3: Additional support on phonemic awareness skills

Phonemic Awareness	Below or Well Below Benchmark (FSP is below 18)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–NSC is 15 or higher)

Name	FSP 0–17	FNM–NSC 15+

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 (FSP is below 18)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–NSC is below 15)

Name	FSP 0–17	FNM–NSC 0–14

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

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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

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Group 1: Likely to Need Core Support

Phonemic Awareness	At or Above Benchmark (FSP is 27 or higher)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–NSC is 20 or higher)

Name	FSP 27+	FNM–NSC 20+

Group 2: Additional support on the alphabetic principle and basic phonics skills

Phonemic Awareness	At or Above Benchmark (FSP is 27 or higher)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–NSC is below 20)

Name	FSP 27+	FNM–NSC 0–19

Group 3: Additional support on phonemic awareness skills

Phonemic Awareness	Below or Well Below Benchmark (FSP is below 27)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–NSC is 20 or higher)

Name	FSP 0–26	FNM–NSC 20+

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 (FSP is below 27)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–NSC is below 20)

Name	FSP 0–26	FNM–NSC 0–19

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1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Phonemic Awareness	At or Above Benchmark (FSP is 30 or higher)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–NSC is 27 or higher)

Name	FSP 30+	FNM–NSC 27+

Group 2: Additional support on the alphabetic principle and basic phonics skills

Phonemic Awareness	At or Above Benchmark (FSP is 30 or higher)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–NSC is below 27)

Name	FSP 30+	FNM–NSC 0–26

Group 3: Additional support on phonemic awareness skills

Phonemic Awareness	Below or Well Below Benchmark (FSP is below 30)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–NSC is 27 or higher)

Name	FSP 0–29	FNM–NSC 27+

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 (FSP is below 30)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–NSC is below 27)

Name	FSP 0–29	FNM–NSC 0–26

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.

1 Grade 1 Middle of Year Initial Instructional Grouping Suggestions
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Group 1: Likely to Need Core Support

Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–MLE is 3 or higher)	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 15 or higher)	

Name	FNM–MLE 3+	FLO–Mots Corrects 15+

Group 2: Additional support on the accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–MLE is 3 or higher)	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 15)	

Name	FNM–MLE 3+	FLO–Mots Corrects 0–14

Group 3: Additional support on the alphabetic principle and basic phonics skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–MLE is below 3)	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 15 or higher)	

Name	FNM–MLE 0–2	FLO–Mots Corrects 15+

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–MLE is below 3)	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 15)	

Name	FNM–MLE 0–2	FLO–Mots Corrects 0–14

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.

1 Grade 1 End of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–MLE is 9 or higher)	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 30 or higher)	

Name	FNM–MLE 9+	FLO–Mots Corrects 30+

Group 2: Additional support on the accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–MLE is 9 or higher)	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 30)	

Name	FNM–MLE 9+	FLO–Mots Corrects 0–29

Group 3: Additional support on the alphabetic principle and basic phonics skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–MLE is below 9)	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 30 or higher)	

Name	FNM–MLE 0–8	FLO–Mots Corrects 30+

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–MLE is below 9)	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 30)	

Name	FNM–MLE 0–8	FLO–Mots Corrects 0–29

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.

2 Grade 2 Beginning of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–MLE is 5 or higher)
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 27 or higher)

Name	FNM–MLE 5+	FLO–Mots Corrects 27+

Group 2: Additional support on the accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	At or Above Benchmark (FNM–MLE is 5 or higher)
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 27)

Name	FNM–MLE 5+	FLO–Mots Corrects 0–26

Group 3: Additional support on the alphabetic principle and basic phonics skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–MLE is below 5)
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 27 or higher)

Name	FNM–MLE 0–4	FLO–Mots Corrects 27+

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (FNM–MLE is below 5)
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 27)

Name	FNM–MLE 0–4	FLO–Mots Corrects 0–26

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.

*Flag low performance (below benchmark or well below benchmark) in Récit Oral with an asterisk.

2 Grade 2 Middle of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (FLO–Mots Corrects is 41 or higher *and* FLO–Précision is 86% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Récit Oral column if score is 8+) | | |

Name	FLO–Mots Corrects 41+	*and* FLO–Précision 86%+	Récit Oral 8+

Group 2: Additional support on reading fluency skills

| Accurate Reading of Connected Text | At or Above Benchmark (FLO–Précision is 86% or higher) | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (FLO–Mots Corrects is below 41) | |

Name	FLO–Mots Corrects 0–40	*and* FLO–Précision 86%+

Group 3: Additional support on the accurate reading of connected text skills

| Accurate Reading of Connected Text | Below or Well Below Benchmark (FLO–Précision is below 86%) | |
| Fluent Reading of Connected Text | At or Above Benchmark (FLO–Mots Corrects is 41 or higher) | |

Name	FLO–Mots Corrects 41+	*and* FLO–Précision 0–85%

Group 4: Additional support on the accurate and fluent reading of connected text skills

| Accurate Reading of Connected Text | Below or Well Below Benchmark (FLO–Précision is below 86%) | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (FLO–Mots Corrects is below 41) | |

Name	FLO–Mots Corrects 0–40	*and* FLO–Précision 0–85%

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.

Group 1: Likely to Need Core Support

Accurate and Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 50 or higher *and* FLO–Précision is 91% or higher)		
Reading Comprehension	At or Above Benchmark (Put a check mark in the Récit Oral column if score is 12+)		

Name	FLO–Mots Corrects 50+	*and* FLO–Précision 91%+	Récit Oral 12+

Group 2: Additional support on reading fluency skills

Accurate Reading of Connected Text	At or Above Benchmark (FLO–Précision is 91% or higher)	
Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 50)	

Name	FLO–Mots Corrects 0–49	*and* FLO–Précision 91%+

Group 3: Additional support on the accurate reading of connected text skills

Accurate Reading of Connected Text	Below or Well Below Benchmark (FLO–Précision is below 91%)	
Fluent Reading of Connected Text	At or Above Benchmark (FLO–Mots Corrects is 50 or higher)	

Name	FLO–Mots Corrects 50+	*and* FLO–Précision 0–90%

Group 4: Additional support on the accurate and fluent reading of connected text skills

Accurate Reading of Connected Text	Below or Well Below Benchmark (FLO–Précision is below 91%)	
Fluent Reading of Connected Text	Below or Well Below Benchmark (FLO–Mots Corrects is below 50)	

Name	FLO–Mots Corrects 0–49	*and* FLO–Précision 0–90%

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.