

Grouping Matrix Decoding Levels

The Grouping Matrix is a data analysis and grouping system that uses skill specific data points to group students based on their decoding strengths and weaknesses. It uses data from multiple assessments and compares that to criterion-referenced benchmarks, determining a student's "decoding level." A student's "decoding level" is determined by a multitude of assessment data points. Some come from Really Great Reading's complimentary assessments and others come from sources that many schools use already (grade-level oral reading fluency assessments). Decoding levels are not determined solely on the overall assessment score. The Grouping Matrix also considers how a student performs with specific word features like short vowel sounds, consonant structures, multisyllabic words, and advanced vowel spellings.

DECODING LEVEL DESCRIPTIONS

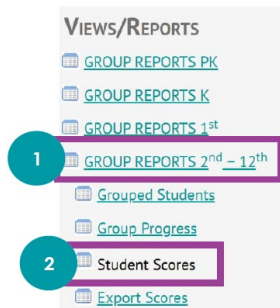
- 1. At or Above Expectations, or Strong Decoder** – this student is at or above the criterion referenced benchmark that is set for their grade and phase of year.
- 2. Slow Reading Rate** - this student is accurate when reading words from the untimed decoding surveys and accurate when reading connected text on the oral reading fluency assessment but is reading slower than expected (using national norms). They may need fluency instruction to meet oral reading fluency benchmarks for their grade and phase of year.
- 3. Specific Decoding Deficits** – this student exhibits strengths with basic decoding skills (short vowels, closed syllables, digraphs, blends) yet has deficits in reading words with advanced vowels and/or words with multiple syllables.
- 4. Slightly Below Expectations, or Mild Decoding Deficits** – this student has good basic decoding skills but has one or more areas where they are slightly below the criterion referenced benchmarks for their grade and phase of year. Weaknesses with oral reading fluency, accuracy, and rate may be a factor. Please see the Student Scores report to determine the specific gaps.
- 5. Moderately Below Expectations, or Moderate Decoding Deficits** – this student has some good basic decoding skills in place but has skill areas that are moderately below the criterion referenced benchmarks for their grade and phase of year. Weaknesses with oral reading fluency, accuracy, and rate may be a factor. Please see the Student Scores report to determine the specific gaps.
- 6. Significantly Below Expectations, or Significant Decoding Deficits** – this student struggles with some basic and/or advanced decoding skills and has skill areas that are significantly below the criterion referenced benchmarks for their grade and phase of year. Please see the Student Scores report to determine the specific gaps.
- 7. Severely Below Expectations, or Severe Decoding Deficits** – this student struggles significantly with both basic and advanced decoding skills. Performance is severely below the criterion referenced benchmarks for their grade and phase of year. Weaknesses with oral reading fluency, accuracy, and rate are likely a factor. Please see the Student Scores report to determine the specific gaps.
- 8. Emerging Reader** – this student struggles significantly with basic and advanced decoding skills. Most decoding skills are severely below the criterion referenced benchmarks for their grade and phase of year. The student likely struggles with letter-sound knowledge, basic phonemic awareness skills, understanding the alphabetic principal, and recognizing high-frequency words. Please see the Student Scores report to determine the specific gaps.

SUGGESTED USE OF DECODING LEVELS

It is important to remember that decoding levels are designed to help you generally group students for intervention instruction. To determine a student's specific decoding strengths and weaknesses to guide your instruction, use the Grouping Matrix's Student Scores report.

STEPS TO USING THE STUDENT SCORES REPORT

1. Select the specific grade level group reports link from **Views/Reports** and click **Student Scores**.



2. Use the filters to refine what is reported.

| CURRENT GRADE | CURRENT TEACHER | INTERVENTION GROUP | TEST TYPE |
|---|--|---|---|
| <input checked="" type="checkbox"/> Check All <input checked="" type="checkbox"/> 2 nd <input checked="" type="checkbox"/> 3 rd <input checked="" type="checkbox"/> 4 th <input checked="" type="checkbox"/> 5 th <input checked="" type="checkbox"/> 6 th <input checked="" type="checkbox"/> 7 th | <input checked="" type="checkbox"/> Check All <input checked="" type="checkbox"/> K-Zugonia <input checked="" type="checkbox"/> 1-Catano <input checked="" type="checkbox"/> 2-Zetlitz <input checked="" type="checkbox"/> 2nd-Charles <input checked="" type="checkbox"/> 2nd-Sealine <input checked="" type="checkbox"/> 2nd-Timmons | <input type="checkbox"/> Check All <input type="checkbox"/> AIS Group 1 <input type="checkbox"/> Mrs. Ellis phonics | <input type="radio"/> ORF <input checked="" type="radio"/> BDS <input type="radio"/> ADS <input type="radio"/> SWS <input type="radio"/> PAS <input type="radio"/> LKS <input type="radio"/> ADS+ |

[Click To View Test Type Names](#)

3. Sort column headings by clicking the black arrows within each column heading to focus on a specific skill.

| RGR Foundational Skills Surveys 1 st Grade | | | | | | | | | | | |
|---|----------------------|----------------------|-------------|-------------|------------------------|--------------------|------------------|--------------|----------|--------|-------------|
| Date Administered | Total Correct Page 1 | Total Correct Page 2 | # of Errors | | | | | | | | |
| | | | No Tries | Sight Words | Sounds Added & Omitted | Initial Consonants | Final Consonants | Short Vowels | Digraphs | Blends | Long Vowels |
| | | | | | | | | | | | |

4. Each data point in the “# of Errors” column is color coded accordingly:

| | | |
|---|---|--|
| Proficient- Student scored below the maximum errors allowed for the skill | Nearing Proficiency- Student made 1-2 errors above the maximum number of errors allowed for the skill | Well Below- Student made 3 or more errors above the maximum number of errors allowed for the skill |
|---|---|--|

Example: At the Beginning of 3rd grade, students are allowed a maximum of 1 sight word error on the Beginning Decoding Survey to be considered **Proficient** in this skill area. If a student missed 3 sight words, this student would be considered **Nearing Proficiency** in reading sight words.