

# *n and grouping*

(1) Students should not be assigned to groups on the basis of a single measure — i.e., one test score — but on the basis of multiple measures, subject to frequent review.

(2) Care should be taken to avoid confusing cultural differences with low ability.

(3) Care should be exercised to lessen the impact of stigma associated with low ability group membership, or the special status of membership in the top ability group.

(4) Provision should be made for heterogeneous grouping for some learning activities during the school day, if possible.

b. If heterogeneous grouping is specified, instructional materials of varying levels of difficulty should be available in each classroom.

2. In primary grade classrooms, small group instruction should be utilized as a means of providing greater pupil-teacher interaction, more immediate feedback to students, and increased time on task. The instruction should be highly structured and systematic.