

Purposeful Grouping Outcomes and Types

Desired Outcome	Grouping Type	Notes and Strategies
Overall achievement and social skills improvement	Cooperative learning groups	Use all information at your disposal (academic, ethnicity, socioeconomic, gender, work behaviors, and so on) to design heterogeneous groups of four.
Increased attention and motivation	Interest groups	Allow students to make connections or analogies about their outside interests and the content.
	Work behavior groups	You may choose to group students homogeneously or heterogeneously. Some work behaviors include leader, shy, quiet, talkative, sociable, and challenging.
Achievement gap closing and going beyond the standard for diverse learners	Readiness groups	Allow students to meet in homogeneous groups based on like needs.
Social skills growth and peer acceptance	Random groups	Use these when you want students to meet together briefly to complete a short task. Some examples of how to create random groups include numbering off, picking a card, mix and match, and seat location.
Efficient learning and content retention	Learning preferences group based on learning preferences or multiple intelligences	Learning preferences include visual, auditory, and kinesthetic methodologies, noise and lighting preferences, and so on.
		Multiple intelligences (Gardner, 1993) include verbal linguistic, logical-mathematical, musical rhythmic, visual spatial, bodily-kinesthetic, naturalist, intrapersonal, and interpersonal.

Gardner, H. (1993). Frames of mind: The theory of multiple intelligences. New York: Basic Books.