

**ZMATH 1994d.01536**

**Mason, DeWayne A.; Good, Thomas L.**

**Effects of Two-Group and Whole-Class Teaching on Regrouped Elementary Students' Mathematics Achievement.**

Am. Educ. Res. J. 30, No. 2, 328-60 (1993).

A whole-class model providing for student diversity through remediation and enrichment in small groups was compared with a two-group model accommodating diversity through fixed within-class ability groups. Higher mathematics achievement was found for the whole-class model in a study of 1,736 fourth, fifth, and sixth graders. (ERIC)

*Classification:* D42

doi:10.3102/00028312030002328