Ensuring Underachievement is Not Due to Lack of Appropriate Instruction in Reading or Math
Technical Assistance for SLD Eligibility

Historical Review
To ensure that underachievement is not due to lack of appropriate instruction in reading or math, the Team must consider that:

A. the student has been provided appropriate instruction in general education settings and that instruction has been delivered by qualified personnel;
B. there is data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student’s progress and this documentation was provided to the student’s parents.

If all of the above requirements have not been met, further diagnostic information should be gathered within the general education setting that will provide information and clues as to how the student learns and if not learning, what might be impeding the learning process. Some of this information may already be in existence and needs to be gathered and recorded, however, there are likely to be times when more is necessary. All information must be collected within the evaluation period [603 CMR 28.04(2)] in order to meet evaluation timeline requirements.

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| A. The student has been provided appropriate instruction in general education settings and that instruction has been delivered by qualified personnel | • A chronology of the student’s educational history to the extent possible (i.e., teachers, grade retention, special education, attendance, classroom grading and curriculum information).  
   • Information about the nature of general education instruction.  
     o In reading look for the five essential components of reading: phonemic awareness; phonics knowledge; fluency; vocabulary; and comprehension.  
     o In math look for concepts and reasoning; automatic recall of number facts; computational algorithms; functional math; and verbal problem-solving. | • During the evaluation period, ensure provision of appropriate, research-based instruction using qualified personnel in the general education setting to determine how the student learns within a good general education program.  
   • Document the nature (i.e., group size), frequency, duration and results of the instruction or intervention. |
### Historical Review Requirement | Possible sources of information | If not available, what can be done to meet the requirement |
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B. There is data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student’s progress and this documentation was provided to the student’s parents | • Benchmark and progress monitoring data (i.e., DIBELS graphs); • Additional achievement/performance data (i.e., results of classroom assessments, teacher observations, grades, behavior data); • Evaluation reports; • Report cards and progress reports sent to parents; • Communication sent from teacher to parents regarding assessments in the classroom. | • Implement a process of student progress monitoring where progress is monitored through data collection at least once a week for the time during the evaluation timeframe. • Provide documentation to parents regarding the student progress monitoring that will be done within the evaluation timeframe. |

In addition to the above information, supplementary data may need to be obtained for the student. The Team should consider the need for appropriate diagnostic tests.

While completing the Historical Review, concurrently move forward with the other requirements in Component 1; Component 2 - determining the area of concern and implementing the evaluation method; Component 3 - consideration of exclusionary factors; and Component 4 – student observation.