Richmond County School System Testing Schedule

RICHMOND COUNTY SCHOOL SYSTEM
2025 – 2026 System-wide Testing Schedule

Administration Dates	Elementary School	Middle School	High School
August 4 – September 12	GKIDS Kindergarten Readiness 30 Day Completion		
August 4 – August 22			EOC Mid-Month
August 11 – August 29	BOY: i-Ready Screener	BOY: i-Ready Screener	BOY: NWEA Map Screener
September 3 – September 19	Benchmark 1: SEL Screener: Panorama	Benchmark 1: SEL Screener: Panorama	Benchmark 1: SEL Screener: Panorama
September 8 – 19			EOC Mid-Month
October 6 – October 17			EOC Mid-Month
October 15 – 31		PSAT 8/9 Grade 8	PSAT/NMSQT Grade 10 Required Grade 9 & 11 Student/School Choice
November 3 – November 14			EOC Mid-Month
November 12 – November 22		YouScience – 7th	YouScience – 9th
December 1 – December 12	MOY: i-Ready Screener	MOY: i-Ready Screener	
December 9 – January 9			Georgia Milestones (EOC) Winter MAIN Admin
December 15 – December 19			Semester Exams
January 6 – January 20			MOY: NWEA Map Screener
January 7 – February 27	WIDA ACCESS/Alternate ACCESS	WIDA ACCESS/Alternate ACCESS	WIDA ACCESS/Alternate ACCESS
January 12 – February 28		Gifted Testing	Gifted Testing
January 19 – 30			EOC Mid-Month
January 26 – February 6	Mock GMAS Administration DRC Beacon – Grades 3-5	Mock GMAS Administration DRC Beacon – Grades 6-8	
January 28 & January 31	Magnet School Specialized Program Testing (Grades K-5)	Magnet School Specialized Program Testing (Grades 6-8)	Magnet School Specialized Program Testing (Grades 9-11)
January 26 – March 20	NAEP - Selected Schools Only	NAEP - Selected Schools Only	NAEP - Selected Schools Only
February 2 – 12	CogAT (Grade 2)		
February 9 – 20			EOC Mid-Month
March 2 – 13			EOC Mid-Month
March 2 – April 24	Gifted Testing		
March 16 – March 27	Kindergarten Roundup		
March 23 – May 1	GAA 2.0	GAA 2.0	GAA 2.0
March 30 – April 17			EOY: NWEA Map Screeners
April 14 – April 17			End-of-Pathway Assessments (EOPA)
April 20 – April 23			End-of-Pathway Assessments (EOPA) Retests
April 22 – April 30	**GMAS EOG (Grades 3-5)** ELA – April 22 & 23 Math – April 27 Science – April 28 (5th Only)	**GMAS EOG (Grades 6-8) EOC (8th)** ELA – April 22 & 23 Math EOG – April 27 (Include 8th) Math E. Alg C&C EOC – April 29 (8th Only) 8th Science April 28 Social Studies – April 24 (8th Only)	**GMAS EOC Courses** ELA (Lit&Comp. II) April 22 & 23 Math (Alg. C&C) April 29 Science – April 28 Social Studies (US History) – April 24
April 27 – May 15	EOY: Academic Screener: iReady (Grades K – 5)	EOY: Academic Screener: iReady (Grades 6 – 8)	
May 4 – 15			Advanced Placement Testing (AP) International Baccalaureate (IB)
May 9	Magnet School Specialized Program Testing (K-5)	Magnet School Specialized Program Testing (6-8)	Magnet School Specialized Program Testing (9-11)
May 13 & 14	Georgia Milestones Retest (Grade 5 Math Only)	Georgia Milestones Retest (Grade 8 Math Only)	
May 18 – May 22			Semester Exams

*DRC Beacon Testlets are optional and available to schools year round. **iReady Growth Monitoring is optional for schools.

Subject to GADOE scheduling, dates are subject to change ***8.11.25 V.2**

Table of Contents

Assessments Explained

Assessment:	Purpose:
K- 8 Universal Screener - iReady	To assess students' current academic levels and identify those who may need intervention or enrichment.
K-3 Dyslexia Screener - iReady	To determine whether students exhibit risk factors associated with dyslexia or other reading difficulties
GMAS – End of Grade (EOG) and End of Course (EOC)	To determine mastery of grade-level standards.
GKIDS 2.0	To provide information about the skills of students entering kindergarten.
ACCESS for ELLs 2.0	To measure English Learner's social and academic proficiency in English.
GAA 2.0	To measure the degree to which students with significant cognitive disabilities have mastered alternate achievement standards in the core content areas.
Gifted Testing	To identify students with advanced abilities who require specialized instruction.
Formatives	To inform adjustments to instruction.
DRC Beacon (3rd-8th) Math/ELA	To measure progress on content standards and familiarize students with the testing platform.
3rd-8th Grade Pre/Post (ELA & Math)	To determine mastery of standards in each unit of instruction.
SEL Screener - Panorama	To determine how well the student is developing social and emotional skills for success
CogAT (2nd grade)	To measure cognitive abilities. This is used as a screener for gifted students.
ELL Flashlight	To progress monitor and accelerate the growth of English language learners.
Progress Monitoring	To monitor students' progress on skills over time.
PSAT 8/9 (Grade 8)	To provide data for college and career planning, identify potential aptitude for Advanced Placement courses, and offer practice for the SAT.
YouScience – 7th & 9th	To help students identify their aptitudes, interests, and potential career pathways, so they make informed decisions about their future education and career goals, including course selection and scheduling.
PSAT NMSQT (10th Grade)	To provide practice for the SAT in 10th grade, assess college readiness, and, for some, determine eligibility for National Merit Scholarship Program recognition.
AP/IB/End of Pathway (EOPA)	To determine mastery, earn college credit or industry certification.
WIDA Alternate Assessment	To measure EL's, with significant cognitive disabilities, social and academic proficiency in English.
Summit K-12	To progress monitor and accelerate English language proficiency for ELs in 6th-12th grades.
Flashlight 360	To progress monitor and accelerate English language proficiency in speaking and writing for ELs 1st-5th grades.

Section 1: Universal Screeners

Universal Screeners

- i-Ready: Students Grades K-8 ELA and Math
- i-Ready: K-3 Dyslexia Screener
- NWEA Map: Students in Grades 9-12 in ELA and Math

Purpose

Universal screening is conducted to help identify students who may be at risk for academic difficulties. The universal screening process is conducted two or three times per year to monitor student growth and to provide data needed for intervention and acceleration. The data produced from the universal screeners is designed to:

- Identify skills that the student has mastered.
- Provide data on the progression of skills needed to accelerate growth.
- Assist teachers with planning Tier I instruction, intervention, and acceleration.

Scheduling the Universal Screeners

The Universal Screeners are untimed tests. It should take approximately 45 minutes in grades K-1 and 90 minutes in grades 2-12. Research indicates that students who complete the assessment in segments have the most accurate data. Please note that all students test at their own pace, so there may be some variation in these testing times. Best practices in scheduling the universal screener include:

- Having conversations with students about the purpose of the screener before the assessment, including how the data will be used and the importance of the testing data.
- Administering the screener in the classroom/class period rather than a special schoolwide testing schedule.
- Allocating two 45-minute class periods per subject for students to take the assessment.
- Considering shorter testing segments spread throughout the testing window for younger or special education students.

i-Ready Universal Screener (Grades K-8)

When a student begins the assessment, the program will check to see if the student has taken it previously. If the student has taken the screener, it will begin at the student's last proficiency level, based on the results of the previous assessment. ***This is why it is imperative for a student to do their best on each assessment so that the test starts at an appropriate point.*** If a student has not yet completed an i-Ready Universal Screener, the assessment starts from an initial score considered one grade level below the student's chronological grade. The assessment will then adjust as the student responds to items.

The screener's difficulty level is designed such that students should answer roughly 50 percent of the questions correctly and 50 percent incorrectly. This helps enable a precise determination of student proficiency.

i-Ready Universal Screening Reports

The **RCSS Data Analysis Protocol** should be used to identify patterns and trends in data. The protocol identifies strengths and problems of practice to assist teachers with instructional goals and addressing students'

learning needs. The following reports, while not an exhaustive list, will assist schools with the analysis of data after the test administrations:

BOY Universal Screener	MOY Universal Screener	EOY Universal Screener
Diagnostic Results	Diagnostic Results	Diagnostic Results
Projected Proficiency Report	Projected Proficiency Report	Diagnostic Growth Report
Prerequisite Report (Math)	Diagnostic Growth Report	
Grade Level Scaffolding (ELA)	GSE Report (ELA)	
	Georgia 2023 Standards (Math)	

i-Ready Personalized Pathway

The personalized pathway generates personalized learning paths for each student based on their performance on the assessment. Teachers can track student progress through the platform and adjust their teaching strategies accordingly. This feature enhances the ability to differentiate instruction, ensuring each student receives the remediation or enrichment needed to succeed.

- ***The goal for students is to pass at least 2 personalized pathway lessons per week in iReady Reading AND Math.***
- ***Students should not spend the entire instructional or intervention block completing i-Ready lessons on the computer.***

Steps to Effectively Utilize the i-Ready Personalized Pathway

Teachers can support their students by using personalized pathways and maximizing the platform's use to help students meet their stretch growth goals and close academic gaps.
Teachers who see the most growth in students complete the following actions consistently**:**

1. **Review Screener Data:** After every screener, review student results to understand student strengths and areas for growth. This understanding can help you tailor instruction to differentiate, remediate, and accelerate learning.
2. **Encourage Student Agency:** Conference with students to help them understand the purpose of the assessments and what the data says about their learning. Empower them by helping them to set personal goals, track their progress, and reflect on their growth. Empower them to advocate for themselves and seek help when needed.
3. **Monitor Progress:** Regularly monitor student progress through the personalized pathway. Examine time on task, lesson passing percentage, and provide remediation for any inactive domains.
4. **Provide Feedback:** Offer constructive feedback to students as they work through the personalized pathway. Encourage them to track their progress, celebrate their success, and provide support to help them continue to move toward mastering skills.
5. **Celebrate Success**: Take time to celebrate growth, lessons passed, and skills mastered.

Dyslexia Screener (Grades K-3)

Georgia school districts must screen all students in grades K-3 for characteristics of dyslexia. The goal is to identify and intervene with students significantly at risk for not attaining grade-level reading proficiency or who

show indicators of dyslexia at an early age. During the BOY window, students in grades K-3 will be given the designated literacy tasks (* in the chart) in addition to the diagnostic. If students enroll after the fall administration, we must complete the screener within 30 days. The following outlines the steps to completing the screening process.

- All K-3 students complete an iReady Universal Screener (Benchmark Assessment)
- All K-3 students will be given the below starred Literacy Tasks one-on-one.
- The teacher will score the assessments online in real-time as the student completes the tasks.

Grade(s)	Assessment
K	i-Ready Universal Screener
	*Letter Naming Fluency-LNF (mixed) *Rapid Automatized Naming-RAN Objects
1st	i-Ready Universal Screener
	*Word Recognition *Pseudoword Fluency *Rapid Automatized Naming-RAN Objects
2nd – 3rd	i-Ready Universal Screener
	*Pseudoword Fluency *Passage Reading Fluency *Rapid Automatized Naming-RAN Letters

- Results will be analyzed to determine if a student requires additional intervention, intervention assigned, and progress monitored.
- Review Dyslexia in the Classroom: What Every Teacher Needs to Know for guidance on how to provide support to students who exhibit characteristics of dyslexia.

For more detailed information concerning dyslexia, please consult the Literacy Resource Repository in Inspire.

NWEA MAP Growth Universal Screener (Grades 9-12)

The NWEA Map Growth Universal Screener is a nationally normed, standardized achievement test that measures what students know and informs what they are ready to learn through an adaptive test that adjusts based on the student's ability and knowledge.

MAP Growth uses the RIT (**R**asch Un**IT**) to help measure and compare both achievement and growth. It measures levels of academic difficulty and allows for comparison of a student's score, not just their grade level.

During the screener, the score represents the level at which a student has a 50% probability of answering a question correctly. During testing, the student's assessment level is consistently adjusted until they reach this median threshold.

NWEA MAP Projected Proficiency

The NWEA MAP Growth provides schools with projected proficiency data on the following assessments: Algebra Concepts and Connections, ACT, and SAT, based on the following:

Test	Grade levels used	Prediction Scale
Algebra Concepts and Connections	9th and 10th	Georgia Milestones proficiency (levels 1-4)
ACT ELA and Math	9th and 10th	Students on track for a 22 and a 24
SAT ELA and Math	9th	Students on track to score a 480 or higher in ELA and a 530 or higher in Math

These projections are updated upon completion of each diagnostic window.

NWEA MAP Reports

The **RCSS Data Analysis Protocol** should be used to identify patterns and trends in data. The use of the protocol is to identify strengths and problems of practice to assist with instructional goals and assist teachers with addressing student learning needs. The following reports, while not an exhaustive list, will assist schools with the analysis of data after the diagnostic administrations:

BOY Universal Screener	MOY Universal Screener	EOY Universal Screener Grades 9-11
School Profile Report (Achievement)	School Profile Report (Achievement and Growth)	School Profile Report (Achievement and Growth)
Class Profile Report	Class Profile Report	Class Profile Report
Student Profile (accessed through Class Profile)	Student Profile (accessed through Class Profile)	
Learning Continuum	Projected Proficiency	
Projected Proficiency		

Section 2: Additional Assessments

Assessment	Grade Level	Content Areas	Platform
Pre- and Post-Assessments	All academic contents and grade levels	ELA, Math, Sci, SS	Canvas Courses
DRC Beacon	3rd-8th	ELA and Math	DRC Beacon
Textbook Assessment Resources	All grade-level textbook item banks	ELA, Math Sci, SS	Textbook digital platforms
Formative Assessments	All grade levels	All content areas	Teacher generated
Growth Monitoring	K-8th	Reading & Math	i-Ready
Progress Monitoring	K-12	All	Various

Unit Pre and Post Assessments

Pre- and post-assessments are achievement tests in ELA, Math, Science, and Social Studies. These assessments provide teachers with data on each student's academic knowledge before beginning a unit of instruction (pre-assessment) and after the conclusion of instruction (post-assessment).

Based on the curriculum maps and pacing guides, these assessments are designed to be given at the beginning and end of each unit. The assessments are housed in the Canvas LMS platform for all grade levels.

Best Practices on Administering Pre- and Post-Assessments

Unit Pre-Assessments:

- Administer pre-assessments before beginning a unit of instruction as outlined in the RCSS Curriculum Maps and Pacing Guides
- Locate pre-assessments inside the Canvas courses for the specific content.
- **Do not record grades for pre-assessments.** Use them to provide insight into students' prior knowledge.
- Use pre-assessment data to plan student learning paths, determine intervention and acceleration opportunities, and implement purposeful standards-based groupings.
- Use the pre-assessment data to engage students in goal setting for the unit.
- Conference with students to provide feedback on progress toward mastering standards and meeting their identified goals throughout the instructional unit.

Unit Post-Assessments:

- Post-assessments can be found inside specific courses in Canvas.
- Post-assessments can be administered to measure mastery of the standard(s) after completing a unit of instruction.
- **Post-assessments can be used as grades.**
- Teachers and schools should utilize the RCSS Data Analysis Protocol to determine a remediation and/or acceleration plan after post-assessment administration.
- Teachers/schools should plan a brief time to celebrate student success and growth.

DRC Beacon

The DRC Beacon is a formative interim assessment mapped to Georgia's content standards. It is administered using the DRC Insight platform (same as Georgia Milestones) and includes the same universal tools, accommodations, and technology-enhanced items. Schools may utilize testlets in the fall to monitor student progress on specific domains. In February, the full assessment will be administered to all 3rd-8th-grade students as a Mock GMAS.

Fall- Optional	Winter-Required
Testlets can be utilized at school discretion	Jan.-Feb. – Mock GMAS/Full Assessment

The chart below outlines the estimated time of each testlet and the full assessment:

DRC BEACON Testlet vs. Full Assessment Time Investment

English Language Arts	Estimated Time
Reading	45–55 minutes
Writing Research	10–14 minutes
Writing Text Types & Purpose	10–12 minutes
Writing Conventions of Standard English	10–12 minutes
Full Assessment	70–90 minutes

Mathematics	Estimated Time
Algebra	15–20 minutes
Number & Quantity	15–20 minutes
Measurement & Data	15–20 minutes
Geometry	15–20 minutes
Full Assessment	45–60 minutes

Winter Testing Format for Mock GMAS

- The full assessment for each content area contains 32 to 52 items.
- The full assessment is untimed but is designed for most students to complete in 70-90 minutes for ELA and 45-60 minutes for Math.
- Each assessment **should be completed in one setting** but can be paused and continued.
- Students should complete the assessment under Milestones testing conditions, to help students practice with the platform.
- ***Students should not take both subjects on the same day, and the school should not cease instruction due to testing.***
- Since the test is adaptive based on student response, a student's test is individualized and may not have the same questions as someone else in the same class.

Textbook Assessments Resources

Teachers are encouraged to utilize assessment resources purchased as part of the district-adopted textbook resources. These resources provide teachers with assessment items that are directly related to the content found in the textbook resources. Many resources have access to online assessment questions that can be integrated into the Canvas LMS.

Formative Assessments

Teachers are encouraged to create formative assessments tailored to classroom needs. When creating formative assessments, teachers should ensure that they reflect specific content, skills, and standards.

Growth Monitoring

This assessment can be assigned in the i-Ready platform. The data is not domain-specific and is not granular. Consider administering one Growth Monitoring assessment between the BOY and MOY Universal Screeners to determine if students are on track to meet their EOY projected scores. This assessment is optional. It should be administered at most twice a year, between the diagnostic windows.

Progress Monitoring

Students receiving tier 2 intervention, tier 3 intervention, or special education services require progress monitoring. The MTSS or IEP team determines the skills or objectives taught and assessed, frequency of intervention instruction and assessment, and the specific assessment to be used. The data collected helps inform instructional adjustments, monitor student progress, and enables teachers to share student data to keep stakeholders informed in the learning process.

Section 3: Data Use and Analysis

Assessments provide schools, teachers, students, and parents/guardians with information concerning student progress and growth. The most essential component of any assessment is how the data will be used to impact instruction and address student learning needs. This section will provide resources for schools to support data analysis.

Learner Profiles

At the beginning of the school year, teachers should take the opportunity to learn about their students by completing learner profiles. Taking time to understand the learner profiles of the students will allow teachers to begin the year with an understanding of student learning needs. The steps to creating a learner profile include:

- Review historical student data in Infinite Campus, i-Ready or NWEA MAP, Panorama, and SLDS to identify academic strengths, areas for growth, and learning habits.
- Create a **student interest inventory** to learn more about strengths, extra-curricular activities, and interests. ***Administer to students during the first few days of school.***
- Consider having the parent/guardian complete an inventory about their child to help establish positive relationships.
- Help students take ownership and share control of their learning experiences as they make choices, set goals, and actively participate in their learning.
- Establish weekly check-ins to provide students opportunities to reflect on progress toward their learning goals, identify areas needing more attention, and consider whether they need to revise the goal.
- Regularly facilitate communication about student progress. Schedule **student-led** conferences for students to review work samples and progress with their parents/families.

Data Analysis Protocol

When utilizing data from assessments, the goal is to ensure that the data informs instruction and is an integral part of the collaborative planning process. A data analysis protocol provides a systematic approach to examining data and developing next steps to monitor and adjust instruction. Teachers and schools should use the RCSS Data Analysis Protocol to gain actionable insights into student learning, inform instructional decisions, and drive continuous improvement in teaching practices.

Using Data to Improve Instruction

Teachers have access to a wealth of data resources to inform their instruction. Individual teachers, grade-level teams, and schools should use each of these different data sets to inform and improve student mastery.

Type of Assessment Data	Purpose	How to Use Data
Standardized Test Data	Measure student achievement against a predetermined standard	Analyze overall performance trends, identify areas of strength and weakness, and inform curriculum planning and pacing
Individual Assessments	Assess individual student progress and mastery	Track individual student growth, identify specific learning needs, and tailor instruction accordingly.
Formative Assessments	Evaluate student understanding during instruction	Provide immediate feedback, adjust teaching strategies in real-time, and inform instructional decisions
Summative Assessments	Evaluate student learning at the end of a unit or course	Measure overall student achievement, assess mastery of learning objectives, and inform grading and reporting

Student Goal Setting and Data Notebooks

An important component in developing student agency and encouraging a growth mindset is involving students in setting goals and being knowledgeable about what their data says about their current level of proficiency. Students **at all grade levels** can be taught to set goals and monitor their progress toward meeting them.

Some types of goals that students can set:

- **Mastery Goals:** Using a teacher's learning targets and success criteria, students can set goals for mastering the success criteria for a lesson or unit.
- **Performance Goals**: Students can set grade and assessment goals based on data conferencing to increase their academic achievement.
- **Personal Goals**: Students can reflect on personal growth and set goals. For school, these may include goals to improve areas such as assignment completion, meeting deadlines, attendance, tardiness, and/or behavior.

The article Guiding Students to Set Academic Goals is a great introduction on how to help teachers with student goal setting at various grade levels.

Data Notebooks

Data Notebooks are a tool that teachers **at all grade levels** can use to promote student goal setting, encourage a growth mindset and student efficacy, and provide tools for student-led conferencing. These notebooks are designed to help students document their growth and conference with their teachers and guardians on ways to continue to improve.

Teachers who utilize data notebooks should:

- Clarify the notebook's purpose as “learning in progress” so growth is the central component.
- Help students and parents understand that learning is not on a consistent upward trajectory and that learning from mistakes is critical to adopting a growth mindset.
- Foster a sense of safety with students as they generate goals and share their progress.
- Assist students in using these notebooks as preparation for student-led conferencing.

Standards-Based Grading (SBG): Progress Reports & Report Cards

This section summarizes key practices and grading logic for Standards-Based Reporting (K-3) based on the current grading policy and Infinite Campus setup.

Additional Information can be found in the SBRC Tips for Teachers Document.

Grading Scale and Proficiency Levels

Our Standards-Based Report Card (SBRC) uses a four-point scale to clearly communicate student progress toward mastering grade-level standards.

Score	Proficiency Level	Meaning	Target
4	Distinguished Learner	Exceeds the standard; makes applications and inferences beyond expectations.	End-of-Year Goal for Extension
3	Proficient Learner	Meets the standard consistently and independently.	The target for every student by the end of the year.
2	Developing Learner	Progressing toward learning standards; requires more time and practice.	On the right track but needs support.
1	Beginning Learner	Limited progress toward mastery; needs additional instruction or practice.	Requires immediate, targeted support.

Best Practices for Grade Input in Infinite Campus

To ensure accurate reporting, follow these guidelines when inputting grades for academic standards:

1. **Use the Numerical Scores Only**: While options like "NYD" (Not Yet Demonstrated) and "N/A" (Not Applicable) are available in Infinite Campus, they are NOT ADVISED for use on standards-based report cards.

2. **Ensure Sufficient Evidence**: Ensure at least five assignments are entered for each standard taught during the grading period.
3. **Mode Calculation**: Grades are calculated using the mode (the score that occurs most frequently).
    a. If no clear mode exists (e.g., a student has scores of 1, 1, 2, 2, 3, 3), the grade will default to N/A.
    b. If N/A appears in the Proficiency Estimate, you must manually override it in the Posted section based on the student's overall body of work for that standard.
4. **Blank Entries**: If a standard has not yet been taught to students, leave the category blank instead of inputting N/A.

Work Habits Grading Scale

Work Habits are reported separately from academic grades in the "Conduct Course."

Score	Grading Scale
4	Consistently Demonstrated
3	Frequently Demonstrated
2	Occasionally Demonstrated
1	Rarely Demonstrated

Communicating with Families

Communication reinforces the purpose of the SBRC and helps families understand their role in supporting learning.

Communication Stage	Purpose	Key Action
Pre-Report Reminder (1 week before release)	Set expectations and explain the meaning of the 4-point scale (Distinguished, Proficient, Developing, Beginning).	Send a reminder via email, class newsletter, or platform (Class Dojo, Remind).
Report Day Message	Reinforce the report's meaning and provide access instructions.	Post a brief message and provide the Infinite Campus Parent Portal link.
Follow-Up / Check-In (Optional, 1-2 weeks after release)	Maintain a growth mindset tone and reinforce next steps.	Communicate a specific skill/standard the class is focusing on and provide a specific strategy (e.g., reading nightly) families can use at home.

Section 4: Universal Screening Checklist

(for K-3rd)

- ☐ **August 7**: Interventions begin for all students previously identified as tier 2 or 3
- ☐ **August 11-29**: Administer Universal Screener and Literacy Tasks
- ☐ **August:** Ensure that 4th and 5th grade students with a Tiered Reading Support Plan from 24-25 are prioritized and their data reviewed; continue to follow the MTSS Process
- ☐ **September 2:** Run Early Literacy & Dyslexia Risk Screener Export; sort the "Dyslexia Risk Factor Screening Result" column
- ☐ **September 22**: Parent Notification sent home with students who are "at risk" on the report
- ☐ **October 6:** Tiered Reading Support Plan implemented for newly identified students
- ☐ **December 1-12:** Administer Universal Screener and Literacy Tasks
- ☐ **December 15**: Run Early Literacy & Dyslexia Risk Screener Export; sort the "Foundational Literacy Benchmark Result" column
- ☐ **January 12**: Parent Notification with Report Card to students "below benchmark"
- ☐ **February 10**: Tiered Reading Support Plan implemented for newly identified students
- ☐ **April 27-May 15**: Administer Universal Screener and Literacy Tasks
- ☐ **May 18**: Run Early Literacy & Dyslexia Risk Screener Export; sort the "Foundational Literacy Benchmark Result" column
- ☐ **May 27:** Parent Notification with Report Card to students "below benchmark"
- ☐ **August 2026:** Tiered Reading Support Plan implemented for newly identified students