

The Truth About “Reading Levels”: Implications for Assessment and Instruction

Name	The Truth About “Reading Levels”: Implications for Assessment and Instruction
Audience	K - 2 Educators
Presenter Name(s)	Katrina Davino
Presenter Bio(s)	Katrina Davino is a literacy consultant and co-founder of Daffodil Hill Press, an independent publisher and literacy collaborative. A former New York City public school teacher, Katrina works in schools across the country to bring research-based practices into joyful, impactful literacy instruction. In addition to creating inclusive, engaging decodable books and instructional resources with the DHP team, she presents at webinars and conferences, develops curriculum, and supports districts and schools with systemic change.
Description	Many schools have moved away from using guided reading levels as a way to assess students’ progress and guide instruction (or are considering doing so). As a result, teachers are interested in exploring new ways to communicate with kids and families about students’ progress, guide students towards books, and structure children’s reading time. In this session, teachers will understand the limitations of leaning heavily on reading levels on the A to Z gradient, while acknowledging the ways this information has been helpful in the past. Teachers will gain knowledge of other kinds of useful assessments and leveling systems, and considerations when analyzing texts. They’ll also hear about when to use different texts for different purposes—including instruction, practice, home-school connections, and engagement—and why it’s important for all students to access grade level texts.
Synchronous / Asynchronous	Synchronous
Location	Live via Zoom
Dates & Times	November 4, 2025; 11:30am - 2:30pm
PDPs	3 PDPs
Credit	n/a
Cost	\$150 ACCEPT members/\$180 non-members Team Rates Available

	Discount when combined with Decodable Texts
Registration Deadline	October 10, 2025
Registration Link	https://acceptededucationcollaborative.wufoo.com/forms/m7ysntv0hvrvo3/
Additional Notes	