Pearson

BAS 2.0

COMPARISON WITH PREVIOUS EDITIONS

	BAS 2.0	BAS 3rd Edition (©2017)
ASSESSMENT BOOKS		
Assessment Books	New diverse fiction and non-fiction books in BAS 2.0 Systems 1 and 2 (all text levels)	Previous edition books only
Text Complexity Measure	Significant internal work was done to accurately measure text complexity and level each BAS 2.0 assessment book. The books were also analyzed by an independent learning sciences team based on quantitative and qualitative data, including reader and task considerations. Additionally, each BAS 2.0 book was reviewed by MetaMetrics® and given an official Lexile® text measure.	Assessment books were leveled, sequenced, and calibrated internally to align with the text characteristics on the FPL Text Level Gradient. Additionally, a total of 22 different schools participated in a field study to ensure the reliability of the text levels and the validity of using these texts to assess student reading progress.
Digital Book Access	Teacher access to BAS 2.0 books is available via Fountas & Pinnell Literacy™ Digital.	There is no teacher access to digital books.
SYSTEM DESIGN		
Symmetrical Design	BAS 2.0 Systems 1 and 2 comprise 16 levels, collectively covering text levels A–Z, with a smooth progression of text complexity across the levels.	BAS 3rd Edition Systems 1 and 2 are unbalanced. System 1 includes 14 levels (A–N), while System 2 includes 15 levels (L–Z).
Overlapping Levels in System 1 and System 2	BAS 2.0 has six overlapping levels in Systems 1 and 2, levels K–P. The assessment texts for levels K–P are the same in Systems 1 and 2, making the transition from assessing students using System 1 to System 2 easier and ensuring greater consistency in results.	BAS 3rd Edition has three overlapping levels (L, M, and N). The texts for these levels differ between Systems 1 and 2, which may require a bit more adjustment when transitioning between Systems and introduces ambiguity.
RECORDING FORMS		
Recording Form Analysis	New Recording Forms are focused on oral reading, fluency, and comprehension. Meaning, structure, and visual analysis has been replaced with the Analysis of Oral Reading form attached to the end of the recording form.	Original recording forms include analysis related to meaning, structure, and visual information.

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Levels A–D Recording Form Modifications	At levels A–D, the Recording Form is adapted to meet the unique needs of emergent readers. Teachers are asked to attend to students' grasp of Concepts About Print and the assessment protocol gathers information on students' grasp of phonological awareness and phonics concepts. A "Dictated Writing" section asks students to write a sentence based on the text, which is then analyzed for spelling and phoneme representation. They also include a "Foundational Skills in Connected Text" section which helps educators see if the student is effectively applying critical phonics skills within the context of an authentic text.	Recording Forms are structured the same across text levels. Foundational reading skills are not explicitly included in the recording forms.
CONCEPTS ABOUT PRINT (LEVELS A–B)		
Assessment at Levels A–B	A redesigned assessment protocol for text levels A and B provides specific guidance about observing the student's early reading behaviors and control of concepts about print. The assessment books at levels A–B have been branded "Concepts About Print" to reinforce the goal of an assessment conference at these levels.	The books and assessment protocol for levels A–B books are not distinguished from levels C–Z. Early reading behaviors skills are not explicitly included in the recording forms.
Recording Forms at Levels A–B	The Recording Forms at levels A–B include an introductory page which reminds teachers about the early reading behaviors to look for.	Recording Forms are structured the same across text levels. Foundational reading skills are not explicitly included in the recording forms.
ADDITIONAL ASSESSMENT TOOLS		
Book Specific Comprehension Rubrics	New Book Specific Comprehension Rubrics support the scoring of the comprehension conversation to make the scoring more efficient and standardized.	Comprehension rubrics are not available for any of the assessment books, requiring more teacher prep and planning.
Diagnostic Skill Assessments	Redesigned Diagnostic Skill Assessments are connected to the overall assessment experience. A calendar of recommended DSAs is provided for each grade level. All Diagnostic Skill Assessments are included in each System to better help teachers acquire the student data they need to inform instruction.	In previous editions, these were called "Optional Assessments" and were not tightly integrated into overall assessment strategy or use of Benchmark. Optional Assessments were divided across Systems 1 and 2.
Text Analysis	At levels A–J, a Text Analysis document provides educators with a view of the text characteristics of each book. The analysis is organized into three sections: high-frequency words, phonics skills, and word structure.	No Text Analysis is available for any of the assessment books.