

Guidelines for the Release and Use of ECLS-B Copyrighted Measures

The Early Childhood Longitudinal Study: Birth Cohort (ECLS-B) administered developmental assessments and measures of child and family well-being when study children were approximately 9-months, 2-years, 4-years (preschool), 5-years (kindergarten 2006) and 6-years (kindergarten 2007) of age. As a general policy, these assessments are not released to the public for a variety of reasons (e.g., use of items in future assessment, and confidentiality).

However, the National Center for Education Statistics (NCES) of the U.S. Department of Education will make assessments available to approved researchers under the following “secured-use” conditions:

- a) Researchers will acquire copyright license agreements directly with publishers of the requested assessment (Appendix 1).
- b) Researchers will then provide NCES with copies of these agreements and submit the Application for Use of ECLS-B Copyrighted Measures (Appendix 2).
- c) NCES will review these agreements to make a determination of awarding permission to use the assessment as administered in the ECLS-B.
- d) Researchers will not disclose assessment materials or content to anyone other than those specified on the nondisclosure agreement.
- e) Researchers will comply with the same item security procedures used in the NAEP Trial State Assessment (see Appendix 3) or restricted-use data security procedures (see Restricted Use Data Licenses Procedures at <http://nces.ed.gov/StatProg/confid.asp>) or equivalent procedures acceptable to the Commissioner in any administration of the items for assessment purposes.
- f) Researchers will protect the rights of test takers in accordance with the professional standards in Chapter 16 of the Standards for Educational and Psychological Testing established by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (Washington, D.C., American Psychological Association, 1985) (Appendix 4).
- g) Researchers agree to these restrictions by signing and submitting the Conditions of Use and Non-Disclosure Agreement (Appendix 5).

The Commissioner may make exceptions to these guidelines at his discretion.

Appendices (5)

Copyright License Owners of ECLS-B Measures

9-month

Bayley Short Form—Research Edition, Bayley Scales of Infant Development
 Bayley Scales of Infant Development: Second Edition
 Behavior Ratings Scale
 Infant/Toddler Symptom Checklist
 The Psychological Corporation, 19500 Bulverde Road, San Antonio, Texas 78259

The Nursing Child Assessment Teaching Scale [NCATS]
 Kathryn Barnard

Parenting Stress Index—Short Form
 Psychological Assessment Resources, Inc. 16204 North Florida Avenue, Lutz, FL 33549

The Quality of Life Scale
 Life Innovations, Inc. P.O. Box 90, Minneapolis, MN 55440

2-year

Bayley Short Form—Research Edition, Bayley Scales of Infant Development
 Bayley Scales of Infant Development: Second Edition
 Behavior Ratings Scale
 Infant/Toddler Symptom Checklist
 The Psychological Corporation, 19500 Bulverde Road, San Antonio, Texas 78259

Composite International Diagnostic Interview—Short Form
 World Health Organization

Parenting Stress Index—Short Form
 Psychological Assessment Resources, Inc. 16204 North Florida Avenue, Lutz, FL 33549

Quality of Life Scale
Adult Acceptance-Rejection Questionnaire
 Life Innovations, Inc. P.O. Box 190, Minneapolis, MN 55440

Adult Parental Acceptance-Rejection Questionnaire: Father Version [Short Form]
 Ronald Rohner

Family Day Care Rating Scale
 Infant/Toddler Environment Rating Scale
 T. Harms and R.M. Clifford

Preschool

Peabody Picture Vocabulary Test Third Edition [PPVT-III]

AGS Publishing, 4201 Woodland Road, Circle Pines, MD 55014-1796

PreLAS 2000

*Educational and Professional Publishing Group of The McGraw-Hill Companies, Inc.,
20 Ryan Rance Road, Monterey, California 93940-5703*

Preschool Comprehensive Test of Phonological and Print Processing

Christopher J. Lonigan, Richard K. Wagner, Joseph K. Torgesen and Carol A. Rashotte

Test of Early Mathematics Ability

H.P. Ginsburg and A.J. Baroody

FACES Color Names and Counting Test

Nicholas Zill and Gary Resnick

Preschool and Kindergarten Behavioral Scales—Second Edition [PKBS]

Pro ED, Inc. International, 8700 Shoal Creek Boulevard, Austin, TX 78757

Parenting Stress Index—Short Form

Psychological Assessment Resources, Inc. 16204 North Florida Avenue, Lutz, FL 33549

The Quality of Life Scale

Life Innovations, Inc. P.O. Box 90, Minneapolis, MN 55440

Early Childhood Environment Rating Scale—Revised Edition

T. Harms, R.M. Clifford, and D. Cryer

Family Day Care Rating Scale

T. Harms and R.M. Clifford

Application for Use of ECLS-B Copyrighted Measures

Part I: General Information

A. Applicant

1. Name: _____
2. Address: _____
3. Organization _____
4. Phone/Email _____

B. Measures requested

<u>Wave</u>	<u>Measures</u>
_____	_____

C. Intended Use of Instruments

1. To conduct assessments of students? YES _____ NO _____.

If YES:

- a. Number involved _____ schools _____ students
- b. Assessment schedule: _____ begin _____ end
- c. Description of study: _____

If NO:

- a. Research, secondary analysis. YES _____ NO _____.
- b. Curriculum development/revision. YES _____ NO _____.
- c. Other, describe _____

Part II: Item Security

A. Registered users. Please provide a complete list of the names, positions and organization affiliation of persons who would have access to secured-use items. (Do not list students who are merely being assessed.)

B. Security for instruments storage. Indicate where items will be stored and the security procedures will be used to prevent disclosure.

C. Completion date. When will your work with secured-use assessments be completed?

The NAEP Trial State Assessment Item Security Procedures

The following item security procedures are to be adhered to by all users of NAEP items.

1. At any stage during or after an assessment, only those persons identified and approved to have access to NAEP's protected cognitive items* will be allowed to have access to them.
2. A record must be kept of each booklet sent to or kept at a school.
3. Assessment booklets containing NAEP's protected cognitive items, or bundles of assessment booklets if they are packed in bundles, must not be opened until the beginning of the assessment session.
4. Assessment booklets, whether they are used or unused, should not be given to any one other than students involved in the assessment. If any school staff (other than the assessment session monitor) asks to see the assessment booklets, they may look at them while the monitor is in the room, but they may not copy questions or examine booklets completed by students.
5. The names of the students who participate in the assessment must not be written on the cover or inside any assessment booklet. A student's name should only appear on the administration schedule or his/her identification number may appear on the cover or inside any assessment booklet.
6. When the field work is completed, the assessment session monitor must account for every booklet whether it was used or not, and contact NCES about disposition of any excess booklets containing secured-use items.

Used booklets should be maintained in a secure place (e.g., locked file cabinet or safe) until there is no further use for them. Contact NCES for instructions about disposition of them.

*All cognitive items are considered protected and held confidential until the assessment is completed. After the assessment, each of the items is put into one of the following categories: public release, secured-use or non-release.

American Psychological Association Standards On Protecting the Rights of Test Takers*

The American Psychological Association standards for educational and psychological testing pertinent to the users of NAEP items are those for “protecting the rights of test takers.” These standards are as follows:

- Standard 16.1 Informed consent should be obtained from test takers or their legal representatives before testing is done except (a) when testing without consent is mandated by law or governmental regulation (e.g., statewide testing programs); (b) when testing is conducted as a regular part of school activities (e.g., schoolwide testing programs and participation by schools in norming and research studies); or (c) when consent is clearly implied (e.g., application for employment or educational admissions). When consent is not required, test takers should be informed concerning the testing process
- Standard 16.2 In school, clinical, and counseling applications, test users should provide test takers or their legal representative with an appropriate explanation of test results and recommendations made on the basis of test results in a form that they can understand.
- Standard 16.3 Test results identified by the names of individual test takers should not be released to any person or institution without the informed consent of the test taker or an authorized representative unless otherwise required by law. Scores of individual identified by name should be made available only to those with a legitimate, professional interest in particular cases.
- Standard 16.4 In educational, clinical, and counseling applications, test scores are used to make decisions about individuals, the affected person or legal representative should be able to obtain transmittal of this test score and its interpretation for any appropriate use.
- Standard 16.5 Test data maintained in data files should be adequately protected from improper disclosure. Use of time-sharing networks, data banks, and other electronic data processing systems should be restricted to situations in which confidentiality can be reasonably assured.
- Standard 16.6 When scores reporting includes assigning individuals to categories, the categories chosen should be based on carefully selected criteria. The least stigmatizing labels, consistent with accurate reporting, should always be assigned.
- Standard 16.7 Under certain conditions it may be desirable to cancel a test taker’s score or to withhold it because of possible testing irregularities, including suspected misconduct. The type of evidence and procedures to be used to determine that a score should be canceled or withheld should be explained

fully to all test takers whose scores are being withheld or canceled.

- Standard 16.8 In educational admissions and licensing and certification applications, when a score report will be delayed beyond a brief investigative period because of possible irregularities such as suspected misconduct, the test taker should be notified, the reason given, and reasonable efforts made to expedite review and to protect interests of the test taker.
- Standard 16.9 In educational admissions and licensing and certification applications, before a score is canceled or its report is withheld beyond a brief investigative period, test takers should be given advance warning and an opportunity to provide evidence that the score should not be canceled or withheld. All evidence considered in deciding upon the intended action, including evidence that might lead to a contrary decision, should be made available to the test taker on request.
- 16.10 In educational admissions and licensing and certification applications, when testing irregularities are suspected, all available data judged to be relevant should be considered.

*Standards for Education and Psychological Testing, by American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, pp.85-87.

Conditions of Use and Non-Disclosure Agreement

Early Childhood Longitudinal Study – Birth Cohort Copyrighted Measures

The Early Childhood Longitudinal Study (ECLS- B) Assessment Battery is designed for use in a national longitudinal study of young children, the ECLS-B. It was developed strictly for research purposes and to estimate characteristics of groups of children. The battery was not designed to assess children’s abilities and skills to help guide decisions about individual children.

1. I will have the right to use ECLS-B copyrighted items in my study. I will not offer such rights to any other person(s) or entity(ies) for any other purpose. Except as provided by this agreement, all rights in and to all items existing from test instruments will be retained by the copyright holder of those items.
2. I will not include item-level data in data files provided for public use. Reports will contain normative and criterion-referenced status and gain scores for participants using IRT-based formulas.
3. I will restrict and control the release of the individual ECLS-B data and individual items. Items will only be considered for release to qualified researchers who make a specific request to conduct research that requires information on the item wordings and item-level statistics. Individuals who are granted access to this item level information are required to abide by NCES’s policy and procedures for proprietary data (i.e., restricted use license procedures).
4. I will not use the ECLS-B copyrighted measures for any commercial purposes.
5. I have read, understand and agree to all provisions of the U.S. Department of Education’s Guidelines for the Release and Use of ECLS-B Copyrighted Measures (Guidelines).
6. I have completed the Application for the Use of ECLS-B Copyrighted Measures and have identified all persons who will be allowed to have access to “secured-use” instruments. They all have read, understand and agree to all provisions of the Guidelines cited above.

I have read, understand, and agree to all conditions of use of the Department of Education’s Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Copyrighted Measures.

Signature: _____

Date: _____

Printed Name: _____