

Guidelines for Obtaining Access to and Using ECLS-K
Direct Assessments, Copyrighted Measures, and Student Item-Level Assessment Response Data

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) assessment consists of the administration of cognitive test items to kindergartners, first, third, fifth, and eighth graders in four areas (Reading (K-8), Mathematics (K-8), General Knowledge (K-1), and Science (3-8)) and socioemotional rating scales.

As a general policy, the direct student assessments and student item-level assessment response data are not released to the public for a variety of reasons (e.g., copyright regulations, use of items in future assessments, and confidentiality).

In order to provide technical assistance to researchers and other users of test instruments and data, the National Center for Education Statistics (NCES) of the U.S. Department of Education is making available under "secured-use" conditions the actual test instruments and student item-level test response data withheld from the general public. These instruments and item-level test response files will be made available only to requesters who agree to the following conditions:

- a) They will submit copies of copyright license agreements with license owners granting NCES/ED permission to make available for use the test instruments or to release item-level data to them (see Enclosure 1).
- b) They will not disclose instruments and/or item-level test response data to anyone other than those specified on the nondisclosure agreement.
- c) They will use the same item security procedures as the NCES 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.
- d) They will protect the rights of test takers in accordance with the professional standards in Chapter 8 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, 1999) (see Enclosure 2).

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

Copyright License Owners of Items Used in the ECLS-K Assessment Battery and Instrumentation

Cognitive assessments¹

Pearson Globe, American Guidance Service (PIAT-R; PPVT-R)
Pearson Assessments
19500 Bulverde Road, San Antonio, TX 78259
Pas.licensing@pearson.com

CTB/McGraw Hill (Primary Test of Cognitive Skills)
CTB/McGraw-Hill, Contract Services
20 Ryan Ranch Road, Monterey, CA 93940

PRO-ED (Test of Early Reading Abilities, Test Early Mathematics Abilities)
PRO-ED, Test Development Department
8700 Shoal Creek Blvd., Austin, TX 78757

Riverside Publishing (Woodcock Johnson Tests of Achievement-R)
Permission Manager
Riverside Publishing, 425 Spring Lake Drive, Itasca, IL 61403

Reading assessment reading passages²

Gr. 3 & 5: David LaRochell
White Bear Lake, MN 55110
e-mail talldave@ix.netcom.com
phone 651-653-0701
author of My Sister's Bedroom (1998)

Gr. 3: HarperCollins Publishers
10 East 53rd St.
NY, NY 10022-5299
phone 212-207-7044
Seymour Simon, author of Wild Babies (1997)

Gr. 5: National Geographic World Magazine
1145 17th St., NW Washington, DC 20036-4688
John Rutter (text syndication)
Mountains of Fire: Earth's Amazing Volcanoes (1998)
When I was a Kid: Childhood Experience of Famous People: Albert Einstein (1978)

¹ Currently, only one ECLS-K item-level cognitive assessment file is released. It contains all item-level cognitive data (reading, math, general knowledge, science) from all rounds. As such, all permissions are required for access to the file.

² These permissions are required only if the researcher is requesting to administer the reading assessment in his or her own data collection.

Reading assessment reading passages (continued)

Gr. 5: Simon & Schuster Books for young readers
1633 Broadway, NY NY 10019-6785
Susan Goodman, author of Stones, Bones and Petroglyphs (1998)

Gr. 8: Simon & Schuster Books for young readers
1633 Broadway, NY NY 10019-6785
Susan Goodman, author of Stones, Bones and Petroglyphs (1998)

Gr. 8: 1990 Scholastic Inc.
557 Broadway
New York, New York 10012
"Ellis Island: Doorway to America" by Bill Walter. Published in JUNIOR SCHOLASTIC, April 6, 1990.

Gr. 8: The Walt Disney Co. Discover Magazine
90 Fifth Ave, New York, NY 10011
Carl Zimmer: The Sharebots

Socioemotional rating scales

K-1: Pearson Globe, American Guidance Service
Parent and Teacher - Social Skills Rating System, Gresham and Elliot (1990)
Pearson Assessments
19500 Bulverde Road, San Antonio, TX 78259
Pas.licensing@pearson.com

Gr. 3 & 5: Pearson Globe, American Guidance Service
Teacher - Social Skills Rating System, Gresham and Elliot (1990)
Pearson Assessments
19500 Bulverde Road, San Antonio, TX 78259
Pas.licensing@pearson.com

American Educational Research, American Psychological Association, and National Council on Measurement in Education Standards for Protecting the Rights of Test Takers*

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

- Standard 8.1 Any information about test content and purposes that is available to any test taker prior to testing should be available to all test takers. Important information should be available free of charge and in accessible formats.
- Standard 8.2 Where appropriate, test takers should be provided, in advance, as much information about the test, the testing process, the intended test use, test scoring criteria, testing policy, and confidentiality protection as is consistent with obtaining valid responses.
- Standard 8.3 When the test taker is offered a choice of test format, information about the characteristics of each format should be provided.
- Standard 8.4 Informed consent should be obtained from test takers, or their legal representatives when appropriate, before testing is done except (a) when testing without consent is mandated by law or governmental regulation, (b) when testing is conducted as a regular part of school activities, or (c) when consent is clearly implied.
- Standard 8.5 Test results identified by the names of individual test takers, or by other personally identifying information, should be released only to persons with a legitimate, professional interest in the test taker or who are covered by the informed consent of the test taker or a legal representative, unless otherwise required by law.
- Standard 8.6 Test data maintained in data files should be adequately protected from improper disclosure. Use of facsimile transmission, computer networks, data banks, and other electronic data processing or transmittal systems should be restricted to situations in which confidentiality can be reasonably assured.
- Standard 8.7 Test takers should be made aware that having someone else take the test for them, disclosing confidential test material, or any other form of cheating is inappropriate and that such behavior may result in sanctions.
- Standard 8.8 When score reporting includes assigning individuals to categories, the categories should be chosen carefully and described precisely. The least stigmatizing labels, consistent with accurate representation, should always be assigned.
- Standard 8.9 When test scores are used to make decisions about a test taker or to make recommendations to a test taker or a third party, the test taker or the legal representative is entitled to obtain a copy of any report of test scores or test interpretation, unless that right has been waived or is prohibited by law or court order.

- Standard 8.10 In educational testing programs and in licensing and certification applications, when an individual score report is expected to be delayed beyond a brief investigative period, because of possible irregularities such as supposed misconduct, the test taker should be notified, the reason given, and reasonable efforts made to expedite review and to protect the interests of the test taker. The test taker should be notified of the disposition, when the investigation is closed.
- Standard 8.11 In educational testing programs and in licensing and certification applications, when it is deemed necessary to cancel or withhold a test taker's score because of possible testing irregularities, including suspected misconduct, the type of evidence and procedures to be used to investigate the irregularity should be explained to all test takers whose scores are directly affected by the decision. Test takers should be given a timely opportunity to provide evidence that the score should not be canceled or withheld. Evidence considered in deciding upon the final action should be made available to the test taker on request.
- Standard 8.12 In educational testing programs and in licensing and certification applications, when testing irregularities are suspected, reasonably available information bearing directly on the assessment should be considered, consistent with the need to protect the privacy of test takers.
- Standard 8.13 In educational testing programs and in licensing and certification applications, test takers are entitled to fair consideration and reasonable process, as appropriate to the particular circumstances, in resolving disputes about testing. Test takers are entitled to be informed of any available means of recourse.

*Standards for Education and Psychological Testing, by American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, pp.85-90.