

# Guidelines for Obtaining Access to and Using ECLS-K Direct Child Assessment Items and Copyrighted Survey Items

Early Childhood Longitudinal  
Study (ECLS) Program

May 2022

U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Statistics at IES

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) administered assessments in every round of data collection. Reading and mathematics assessments were administered in all rounds of data collection, from kindergarten through eighth grade. The general knowledge assessment, which included both social studies and science items, was administered in the kindergarten and first-grade rounds. Starting in third grade, the general knowledge assessment was replaced with an assessment focused on science. In addition, a warm-up set of items was administered in the kindergarten and first-grade rounds.

The ECLS-K also administered indirect measures in all rounds of data collection, such as the Socioemotional Rating Scale (SRS), which were completed by parents and teachers. Some of these survey items are copyright protected and permissions are required to access the data and/or item wording.

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 assessment instruments and data, the National Center for Education Statistics (NCES) of the U.S. Department of Education’s Institute of Education Sciences (IES) makes available under “secured-use” conditions the actual assessment instruments and student item-level assessment response data withheld from the general public. Further, selected copyright-protected items from other ECLS-K instruments (e.g., teacher questionnaires) are available under the same conditions. The assessments, item-level assessment response files, and other copyrighted items will be made available only to requesters who comply with the following conditions. Requesters will:

- Submit copies of copyright license agreements with license owners granting NCES/IES permission to make the assessment instruments available for their use, release item-level data to them, and/or release the item wording of other copyrighted items to them (see “Enclosure 1” on page 2).
- Complete and submit the **Application for the Access or Use of ECLS-K Direct Child Assessments and/or Copyrighted Items**.
- Complete and submit the **Conditions of Use and Nondisclosure Agreement: ECLS-K Assessment Battery, Non-Assessment Copyright-Protected Items, and Item-Level Assessment Data with Copyright-Protected Information**, and not disclose instruments and/or item-level assessment response data to anyone other than those specified in the nondisclosure agreement.
- Use the same item security procedures as specified in the NCES restricted-use data security procedures (see [Restricted-Use Data Licenses Procedures](#) or equivalent procedures acceptable to the NCES Commissioner) in any administration of the items.
- 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 (2014) (see “Enclosure 2” on page 5).

Exceptions may be made to these guidelines at the NCES Commissioner’s discretion.

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

Requesters of the item-level data file with copyrighted item wording and requesters seeking to administer components of the ECLS-K in their own study will first need to obtain necessary copyright license agreements with the license owners of the copyrighted items prior to submitting their application for NCES's permission.

**For requesters seeking access to the direct child assessment item-level data**, there is only one ECLS-K item-level data file released. It contains all of the item-level direct cognitive assessment data (reading, math, general knowledge, science) from all rounds. As such, permissions for all cognitive assessment items are required for access to the file. However, the warm-up assessment data and the full-text reading passages for the reading assessment are not included as part of the item-level data file, so requesters of the item-level file do not need to seek those permissions.

**For requesters seeking permission to administer an ECLS-K assessment in their own study**, permissions must be sought from the copyright holders for the items in the domains being requested (i.e., if only the math assessment is being requested, then the only permissions needed are for the math domain items). Note that permission for the warm-up and/or the reading passages is required only for requesters interested in administering the warm-up or the reading assessment(s) in their own study.

### Copyrighted items and contact information<sup>1</sup> for permissions required for the direct child assessments

#### Child Assessment–Warm-up

Copyrighted Items/Scale	Copyright Holder/Contact	Citation	Contact
Pre-LAS 2000	CTB/McGraw Hill	DeAvila, E.A., and Duncan, S.E. (1998). <i>Pre-LAS 2000</i> . Monterey, CA: CTB/McGraw-Hill.	<a href="https://laslinks.com/prelas/">https://laslinks.com/prelas/</a>
Pre-LAS 2000 Español		DeAvila, E.A., and Duncan, S.E. (1998). <i>Pre-LAS 2000 Español</i> . Monterey, CA: CTB/McGraw-Hill.	

<sup>1</sup>The contact information provided in each table in this enclosure was last updated on February 16, 2022. Please note that copyright holders and contact information are subject to change.

### Child Assessment–Reading

Copyrighted Items/Scale	Copyright Holder/Contact	Citation	Contact
Peabody Individual Achievement Test - Revised (PIAT-R)	Pearson	Markwardt, F.C., Jr. (1989). <i>Test Items From the Peabody Individual Achievement Test - Revised (PIAT-R)</i> . American Guidance Service, Inc.	<a href="https://www.pearsonassessments.com/forms/permission-granting-requests.html">https://www.pearsonassessments.com/forms/permission-granting-requests.html</a>
Peabody Picture Vocabulary Test - Revised (PPVT-R)		Dunn, L.M., and Dunn, L.M. (1981). <i>Peabody Picture Vocabulary Test - Revised (PPVT-R)</i> . American Guidance Service, Inc.	
Primary Test of Cognitive Skills (PTCS)	CTB/McGraw Hill	Huttenlocher, J., and Levine, S.C. (1990). <i>The Primary Test of Cognitive Skills (PTCS)</i> . Monterey, CA: CTB/McGraw Hill.	Lynda E. Ruth, Senior Contracts Analyst (Brian Ashurst - assistant) Contracts and Business Affairs 20 Ryan Ranch Rd Monterey, CA 93940-5703 Tel. (831) 393-7839 Fax. 831-393-7668 <a href="mailto:Brian_Ashurst@ctb.com">Brian_Ashurst@ctb.com</a>
Test of Early Reading Ability - 2nd edition (TERA-2)	Pro-Ed, Inc.	Reid, D.K., Hresko, W.P., and Hammill, D.D. (1981). <i>The Test of Early Reading Ability-2</i> . Austin, TX: PRO-ED, Inc.	Test Permissions Editor PRO-ED Test Development 1301 W. 25th St., Suite 300 Austin, Texas 78705 Fax: 512-451-1773 <a href="mailto:testpermission@proedinc.com">testpermission@proedinc.com</a>

### Child Assessment–Math

Copyrighted Items/Scale	Copyright Holder/Contact	Citation	Contact
Test of Early Mathematics Abilities (TEMA-2)	Pro-Ed, Inc.	Ginsburg, H.P., and Baroody, A.J. (1990). <i>The Test of Early Mathematics (TEMA-2)</i> . Austin, TX: PRO-ED, Inc.	Test Permissions Editor PRO-ED Test Development 1301 W. 25th St., Suite 300 Austin, Texas 78705 Fax: 512-451-1773 <a href="mailto:testpermission@proedinc.com">testpermission@proedinc.com</a>
The Woodcock-Johnson Tests of Achievement-Revised	Riverside Insights	Woodcock, R.W., and Bonner, M. (1989). <i>The Woodcock-Johnson Tests of Achievement-Revised</i> . Itasca, IL: Riverside Publishing Company.	<a href="mailto:permissions@riversideinsights.com">permissions@riversideinsights.com</a>

## Permissions Required for the Reading Assessment Reading Passages

Permissions for the reading passages are required only for requesters interested in administering the reading assessment in their own study.

### 1990 Scholastic Inc.

557 Broadway

New York, New York 10012

- Copyright holder of “Ellis Island: Doorway to America” (author Bill Walter, 1990)

### HarperCollins Publishers

10 East 53rd St.

NY, NY 10022-5299

Tel. 212-207-7044

- Copyright holder of Wild Babies (author Seymour Simon, 1997)

### Vit Horejs

- Copyright holder of Pig and Bear (author Vit Horejs, 1985)

### David LaRochell

4791 Steward Ave

White Bear Lake, MN 55110

Tel. 651-653-0701

talldave@ix.netcom.com

- Copyright holder of My Sister’s Bedroom (1998)

### National Geographic World Magazine

1145 17th St., NW

Washington, DC 20036-4688

John Rutter (text syndication)

- Copyright holder of Mountains of Fire: Earth’s Amazing Volcanoes (1998); When I was a Kid: Childhood Experience of Famous People: Albert Einstein (1978)

### Simon & Schuster Books for young readers

1633 Broadway

New York, NY 10019-6785

- Copyright holder of Stones, Bones and Petroglyphs (author Susan Goodman, 1998)

### The Walt Disney Co. Discover Magazine

90 Fifth Ave

New York, NY 10011

- Copyright holder of The Sharebots (author Carl Zimmer)

### Socioemotional Items Adapted From the Social Skills Rating System (SSRS) Included in the Social Rating Scale (SRS)<sup>1</sup>

Copyrighted Items/Scale	Data Collection		Contact
	Rounds	Copyright Holder	
Social Skills Rating System (SSRS)	K, 1 (Parent) K, 1, 2, 3, 4, 5 (Teacher)	Pearson	Pearson Assessments 19500 Bulverde Rd San Antonio, TX 78259 <a href="mailto:Pas.licensing@pearson.com">Pas.licensing@pearson.com</a>

<sup>1</sup>Please note that the SRS also included the Approaches to Learning items, which are not copyright protected. For more information about the Approaches to Learning items, please see the Approaches to Learning Items tip sheet.

## American Educational Research Association, American Psychological Association, and National Council on Measurement in Education Standards for Test Takers' Rights and Responsibilities<sup>2</sup>

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 8.0** Test takers have the right to adequate information to help them properly prepare for a test so that the test results accurately reflect their standing on the construct being assessed and lead to fair and accurate score interpretations. They also have the right to protection of their personally identifiable score results from unauthorized access, use, or disclosure. Further, test takers have the responsibility to represent themselves accurately in the testing process and to respect copyright in test materials.
- Standard 8.1** Information about test content and purposes that is available to any test taker prior to testing should be available to all test takers. Shared information should be available free of charge and in accessible formats.
- Standard 8.2** Test takers should be provided in advance with as much information about the test, the testing process, the intended test use, test scoring criteria, testing policy, availability of accommodations, and confidentiality protection as is consistent with obtaining valid responses and making appropriate interpretations of test scores.
- 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 from their legal representatives when appropriate, before testing begins, 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, such as in employment settings. Informed consent may be required by applicable law and professional standards.
- Standard 8.5** Policies for the release of test scores with identifying information should be carefully considered and clearly communicated to those who have access to the scores. Policies should make sure that test results containing the names of individual test takers or other personal identifying information are released only to those who have a legitimate, professional interest in the test takers and are permitted to access such information under applicable privacy laws, who are covered by the test takers' informed consent documents, or who are otherwise permitted by law to access the results.
- Standard 8.6** Test data maintained or transmitted in data files, including all personally identifiable information (not just results), should be adequately protected from improper access, use, or disclosure, including by reasonable physical, technical, and administrative protections as appropriate to the particular data set and its risks, and in compliance with applicable legal requirements. Use of facsimile transmission, computer networks, data banks, or other electronic data-processing or transmittal systems should be restricted to situations in which confidentiality can be reasonably assured. Users should develop and/or follow policies consistent with any legal requirements for whether and how test takers may review and correct personal information.

---

<sup>2</sup>American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). Standards for Educational and Psychological Testing. Washington, DC: American Educational Research Association.

- 
- Standard 8.7** When score reporting assigns scores of individual test takers into categories, the labels assigned to the categories should be chosen to reflect intended inferences and should be described precisely.
- Standard 8.8** 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 should have timely access to a copy of any report of test scores and test interpretation, unless that right has been waived explicitly in the test taker’s informed consent document or implicitly through the application procedure in education, credentialing, or employment testing or is prohibited by law or court order.
- Standard 8.9** Test takers should be made aware that having someone else take the test for them, disclosing confidential test material, or engaging in any other form of cheating is unacceptable and that such behavior may result in sanctions.
- Standard 8.10** In educational and credentialing testing programs, when an individual score report is expected to be significantly delayed beyond a brief investigative period because of possible irregularities such as suspected misconduct, the test taker should be notified and given the reason for the investigation. Reasonable efforts should be made to expedite the 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 and credentialing testing programs, 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 the general 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 on the final action should be made available to the test taker on request.
- Standard 8.12** In educational and credentialing testing programs, a test taker is entitled to fair treatment and a reasonable resolution process, appropriate to the particular circumstances, regarding charges associated with testing irregularities or challenges issued by the test taker regarding accuracies of the scoring or scoring key. Test takers are entitled to be informed of any available means of recourse.

For more information, please visit the [ECLS program website](#) or email us at: [ecls@ed.gov](mailto:ecls@ed.gov).

---

**Follow:** @EdNCES on [Twitter](#), [Facebook](#), [LinkedIn](#), and [YouTube](#)

**View:** [NCES Blog](#)

**Subscribe:** [ies.ed.gov/newsflash](http://ies.ed.gov/newsflash)

