

# Guidelines for Obtaining Access to and Using the ECLS-K:2011 Direct Assessments and Copyrighted Survey Items

Early Childhood Longitudinal Study (ECLS) Program

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U.S. DEPARTMENT OF EDUCATION

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The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) administered assessments in every round of data collection. Reading and mathematics assessments were administered in all rounds of data collection, from kindergarten through fifth grade. In the kindergarten and first-grade rounds, there was also a language screener. A science assessment was administered beginning in the spring kindergarten round. Measures of executive function were included in all rounds of data collection.

As a general policy, the direct child assessments and select item wording 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 withheld from the general public. Further, selected copyrighted items from other ECLS-K:2011 instruments (e.g., teacher questionnaires) are available under the same conditions. The assessments and other copyrighted items will be made available only to requesters who agree to the following conditions. Requesters will:

- Submit copies of copyright license agreements with license owners granting NCES/IES permission to make available for use the assessment instruments and/or to release the wording of copyrighted items to them (see "Enclosure 1" on page 2).
- Complete and submit the **Application for the Use of ECLS-K:2011 Direct Child Assessments and/or Copyrighted Items**.
- Complete and submit the **Conditions of Use and Nondisclosure Agreement: ECLS-K:2011 Assessment Battery, Non-Assessment Copyright-Protected Items**, and Item-Level Assessment Data with Copyright-Protected Information, and not disclose instruments and/or their resulting item-level 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:2011 Assessment Battery and Instrumentation

Requesters of the copyrighted assessment item wording and requesters seeking to administer components of the ECLS-K:2011 in their own study will first need to obtain the necessary copyright license agreements with the license owners of the items of interest prior to submitting their application for NCES's permission.

**For requesters seeking access to the copyrighted assessment item wording**, there are separate, domain-specific files for the reading, math, and science assessments. However, for any given domain, all rounds of data are included. As such, copyright holder permissions are required for all rounds of whichever domain(s) requesters are seeking to access.

**For requesters seeking permission to administer an ECLS-K:2011 assessment in their own study**, permissions must be sought from the copyright holders for the items in the domains and rounds being requested (i.e., if only the fifth-grade math assessment is being requested, then the only permissions needed are for the fifth-grade math 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.

### Child Assessments<sup>1</sup>

#### Warm up (Part 1 of K-1 Language Screener)

Copyrighted Items/Scale	Data Collection Rounds	Copyright Holder	Contact
Pre-LAS Form C: Simon Says and Art Show	K, 1	CTB/McGraw Hill	<a href="https://laslinks.com/research-resources/">https://laslinks.com/research-resources/</a>

#### Reading<sup>2</sup>

Copyrighted Items/Scale	Data Collection Rounds	Copyright Holder	Contact
Peabody Individual Achievement Test-Revised (PIAT-R)	K, 1, 2, 3, 4, 5	Pearson	<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)			
Test of Preschool Early Literacy (TOPEL), Test of Early Reading Ability-3rd edition (TERA-3)	K, 1, 2	Pro-Ed, Inc.	Test Permissions Editor PRO-ED Test Development 1301 W. 25th St., Suite 300 Austin, Texas 78705 <a href="mailto:testpermission@proedinc.com">testpermission@proedinc.com</a> Fax. 512-451-1773

<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.

<sup>2</sup>Because the kindergarten and first-grade reading assessments includes the language screener from the warm-up booklet, requesters seeking access to the kindergarten and/or first-grade reading assessment items need permissions for both the warm-up and the relevant reading assessment round(s) (i.e., kindergarten and first grade).

## Math

Copyrighted Items/Scale	Data Collection Rounds	Copyright Holder	Contact
Peabody Individual Achievement Test-Revised (PIAT-R)	K, 1, 2, 3, 4, 5	Pearson	<a href="https://www.pearsonassessments.com/forms/permission-granting-requests.html">https://www.pearsonassessments.com/forms/permission-granting-requests.html</a>
Test of Early Mathematics Ability-3rd edition (TEMA-3).	K, 1, 2, 3, 4, 5	Pro-Ed, Inc.	Test Permissions Editor PRO-ED Test Development 1301 W. 25th St., Suite 300 Austin, Texas 78705 testpermission@proedinc.com Fax. 512-451-1773
WJ-III Tests of Achievement	K, 1, 2, 3, 4, 5	Riverside Insights	<a href="mailto:permissions@riversideinsights.com">permissions@riversideinsights.com</a>

## Science

Copyrighted Items/Scale	Data Collection Rounds	Copyright Holder	Contact
Peabody Individual Achievement Test-Revised (PIAT-R)	K, 1, 2, 3, 4, 5	Pearson	<a href="https://www.pearsonassessments.com/forms/permission-granting-requests.html">https://www.pearsonassessments.com/forms/permission-granting-requests.html</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.

David LaRochell  
4791 Steward Avenue  
White Bear Lake, MN 55110  
Tel. 651-653-0701  
talldave@ix.netcom.com

Copyright holder of My Sister's Bedroom (1998).

**Used in first-, second-, third-, fourth, and fifth-grade rounds.**

National Geographic World Magazine  
Copyright holder of Mountains of Fire: Earth's Amazing Volcanoes by Renee Skelton (1998).

**Used in third- and fifth-grade rounds.**

National Geographic World Magazine  
When I was a Kid: Childhood Experience of Famous People: Albert Einstein (1997).

**Used in fourth-grade round.**

HarperCollins Publishers  
Copyright holder of Wild Babies (selection "Baboon") by Seymour Simon (1997).

**Used in fifth-grade round.**

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**Socioemotional items adapted from the Social Skills Rating System (SSRS) included in the Social Rating Scale (SRS)<sup>3</sup>**

<b>Copyrighted Items/Scale</b>	<b>Data Collection Rounds</b>	<b>Copyright Holder</b>	<b>Contact</b>
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>

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<sup>3</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>4</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>4</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.

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- 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).

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