

Guidelines for Obtaining Access to and Using ECLS-B Direct Child Assessments and Copyrighted Scales

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, Birth Cohort (ECLS-B) administered developmental assessments and measures of child and family well-being when study children were approximately 9 months, 2 years, preschool age (4 years), and at kindergarten entry (5 or 6 years). At 9 months and 2 years, children were assessed on mental and motor skills; at 4 years, 5 years or 6 years, children were assessed on language and literacy, mathematics, and motor skills. In addition, a warm-up set of items was administered in the preschool and kindergarten rounds. In all rounds of data collection, children were videotaped interacting with their primary caregiver and their interactions were coded for social emotional skills.

As a general policy, the direct child assessments 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 (i.e., direct assessments) withheld from the general public. Further, selected copyright-protected items from other ECLS-B instruments (e.g., parent interviews) are available under the same conditions. The assessments and other copyrighted items will be made available only to requesters who comply with the following requirements. Requesters will:

- Submit copies of copyright license agreements with license owners granting NCES/IES permission to make available to them the assessment instruments and/or other copyright-protected items for an acceptable purpose (see "Enclosure 1" on page 2).
- Complete and submit the **Application for the Use of ECLS-B Direct Child Assessments and/or Copyrighted Items**.
- Complete and submit the **Conditions of Use and Nondisclosure Agreement: ECLS-B Assessment Battery and Non-Assessment Copyright-Protected Items**, and not disclose instruments and/or items to anyone other than those people 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 7).

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

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

Requesters will need to obtain the necessary copyright license agreements with the license owners of the items they wish to access prior to submitting their application for NCES's permission.

For requesters seeking permission to administer an ECLS-B 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 mathematics assessment is being requested, then the only permissions needed are for the math domain items).

Copyrighted items and source information¹ for the direct child assessments and other measures

Child Assessments

Domain	Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Cognitive	Bayley Short Form–Research Edition, Bayley Scales of Infant Development; Bayley Scales of Infant Development: Second Edition (BSID-II) <i>Pearson Education/PsychCorp:</i> http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm	X	X	-	-	-
Socio-Emotional	Behavior Ratings Scale (a component of the BSID-II) <i>Pearson Education/PsychCorp:</i> http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm	X	X	-	-	-
	<i>The Nursing Child Assessment Teaching Scale [NCATS] NCAST Programs (Kathryn Barnard):</i> https://www.pcrprograms.org/	X	-	-	-	-
Mathematics	Peabody Individual Achievement Test–Revised (PIAT-R) Pearson Education: https://www.pearsonassessments.com/pai/	-	-	X	X	X
	Test of Early Mathematics Ability–Third Edition (TEMA-3) <i>PRO-ED, Inc.:</i> https://www.proedinc.com/Reprint-Permissions.aspx	-	-	X	X	X
	Woodcock-Johnson III and Woodcock-Johnson III-Revised Tests of Achievement <i>Riverside Insights:</i> https://www.riversideinsights.com/	-	-	X	X	X

¹The 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.

Domain	Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Motor	Bruininks-Oseretsky Test of Motor Proficiency <i>Pearson Education:</i> https://www.pearsonassessments.com/pai/	-	-	X	X	X
	Early Screening Inventory–Preschool (ESI-P), Early Screening Inventory–Kindergarten (ESI-K), and Early Screening Inventory–Revised (ESI-R) <i>Pearson Education:</i> https://www.pearsonassessments.com/pai/	-	-	X	X	X
	Movement Assessment Battery for Children <i>Pearson Education:</i> https://www.pearsonassessments.com/pai/	-	-	X	X	X
Reading-English	Peabody Individual Achievement Test-Revised (PIAT-R) <i>Pearson Education:</i> https://www.pearsonassessments.com/pai/	-	-	X	X	X
	Peabody Picture Vocabulary Test Third Edition [PPVT-III] <i>Pearson Education:</i> https://www.pearsonassessments.com/pai/	-	-	X	X	X
	PreLAS 2000 https://laslinks.com/prelas-online/	-	-	X	X	X
	Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) <i>PRO-ED, Inc.:</i> https://www.proedinc.com/	-	-	X	X	x
	Test of Early Reading Ability–Third Edition (TERA-3) <i>PRO-ED, Inc.:</i> https://www.proedinc.com/	-	-	X	X	X
	Test of Preschool Early Literacy (TOPEL) <i>PRO-ED, Inc.:</i> https://www.proedinc.com/	-	-	X	X	X
Reading-Spanish	PreLAS 2000: https://laslinks.com/prelas-online/	-	-	X	X	X
	Test de Vocabulario en Imagenes Peabody (TVIP) <i>Pearson Education:</i> https://www.pearsonassessments.com/pai/	-	-	X	X	X
	Woodcock-Johnson III and Woodcock-Johnson III-Revised Tests of Achievement <i>Riverside Insights:</i> https://www.riversideinsights.com/	-	-	-	X	X

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Other Measures

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Family Practices Scale (Authoritarian Family Ideology) <i>Society of Multivariate Experimental Psychology</i> : http://www.smep.org/	X	-	-	-	-
Home Observation for Measurement of the Environment <i>University of Arkansas at Little Rock</i> : Caldwell, B. and Bradley R.H. (1979). <i>Home Observation for Measurement of the Environment</i> . Little Rock, AR: University of Arkansas. Caldwell, B. and Bradley R.H. (2001). <i>Home Inventory Administration Manual, Third Edition, 2001</i> . Little Rock, AR: University of Arkansas.	X	X	-	-	-
The Quality of Life Scale <i>Life Innovations, Inc.</i> : https://www.prepare-enrich.com/	X	-	-	-	-
MacArthur Communication Development Inventory-Short Form <i>Paul H. Brookes Publishing Company</i> : https://brookespublishing.com/rights-permissions/	-	X	-	-	-
Minnesota Child Development Inventory (MN-CDD) <i>Behavioral Science Systems</i> : https://mdcresearch.net/index.php/ehdi-outcomes/child-development-inventory-minnesota	-	X	X	-	-
Family Day Care Rating Scale <i>T. Harms and R.M. Clifford</i> : http://www.fpg.unc.edu/-ecers/	-	X	X	-	-
Infant/Toddler Environment Rating Scale <i>T. Harms and R.M. Clifford</i> : http://www.fpg.unc.edu/-ecers/	-	X	-	-	-
Home Observation for Measurement of the Environment-Short Form <i>University of Arkansas at Little Rock</i> : The Home Observation Measurement of the Environment-Short Form (HOME-SF) Annenberg Institute at Brown University	-	-	X	-	-
MacArthur Communication Development Inventory-Level IV <i>Paul H. Brookes Publishing Company</i> : http://www.brookespublishing.com/	-	-	X	-	-
Early Childhood Environment Rating Scale–Revised Edition <i>T. Harms and R.M. Clifford</i> : http://www.fpg.unc.edu/-ecers/	-	-	X	-	-

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Parent Interview

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Infant/Toddler Symptom Checklist <i>Pearson Education/PsychCorp</i> : http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm	X	X	-	-	-
Knowledge of Infant Development Inventory <i>Education Testing Services</i> : https://effectiveservices.force.com/s/measure/a007R00000v8QYhQAM/knowledge-of-infant-development-inventory	X	-	-	-	-

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Parenting Stress Index–Short Form <i>Psychological Assessment Resources, Inc.:</i> https://www.parinc.com/Resources/Permissions-and-licensing	X	X	-	-	-
Adult Parental Acceptance-Rejection Questionnaire: Father Version-Short Form <i>Rohner Research Publications:</i> https://rohnerresearchpublications.com/order-form/	-	X	-	-	-
The Quality of Life Scale: Adult Acceptance-Rejection Questionnaire <i>Life Innovations, Inc.:</i> https://www.prepare-enrich.com/	-	X	-	-	-
Preschool and Kindergarten Behavior Scales–Second Edition [PKBS-2] <i>PRO-ED, Inc.:</i> http://www.proedinc.com	-	X	X	-	-
The Quality of Life Scale <i>Life Innovations, Inc.:</i> https://www.prepare-enrich.com	-	-	-	X	-
Social Skills Rating System <i>Pearson Education:</i> http://www.pearsonassessments.com/pai/	-	-	-	X	-

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Resident Father Questionnaire

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Knowledge of Infant Development Inventory <i>Education Testing Services:</i> https://effectiveservices.force.com/s/measure/a007R00000v8QYhQAM/knowledge-of-infant-development-inventory	X	-	-	-	-
Parenting Stress Index–Short Form <i>Psychological Assessment Resources, Inc.:</i> http://www.parinc.com	X	X	X	-	-
Adult Parental Acceptance-Rejection Questionnaire: Father Version-Short Form <i>Rohner Research Publications:</i> https://rohnerresearchpublications.com/order-form/	-	X	-	-	-
The Quality of Life Scale: Adult Acceptance-Rejection Questionnaire <i>Life Innovations, Inc.:</i> https://www.prepare-enrich.com	-	X	-	-	-
The Quality of Life Scale <i>Life Innovations, Inc.:</i> https://www.prepare-enrich.com	-	-	X	-	-

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Child Care Provider (CCP Interview)

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Parent-Child Relationship Inventory (PCRI) <i>Western Psychological Services: http://www.wpspublish.com/</i>	-	X	-	-	-
Student-Teacher Relationship Scale <i>Robert Pianta, Ph.D. University of Virginia: https://education.virginia.edu/robert-c-pianta</i>	-	X	X	-	-

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Nonresident Father Questionnaire

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Parenting Stress Index–Short Form <i>Psychological Assessment Resources, Inc.: http://www.parinc.com/</i>	X	-	-	-	-

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Early Care and Education Provider Interview (ECEP)

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Early Childhood Environment Rating Scale–Revised Edition <i>T. Harms and R.M. Clifford: http://www.fpg.unc.edu/-ecers/</i>	-	-	X	-	-
Preschool and Kindergarten Behavior Scales–Second Edition [PKBS-2] <i>PRO-ED, Inc.: http://www.proedinc.com/</i>	-	-	X	X	X

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Teacher Questionnaire

Copyrighted Items/Scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Preschool and Kindergarten Behavior Scales–Second Edition [PKBS-2] <i>PRO-ED, Inc.: http://www.proedinc.com/</i>	-	-	-	X	X

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

Wrap-Around Care and Early Education Provider Interview (WECEP)

Copyrighted items/scales	9-mo	2-yr	Pre-School	K 2006	K 2007
Early Childhood Environment Rating Scale–Revised Edition <i>T. Harms and R.M. Clifford: http://www.fpg.unc.edu/-ecers/</i>	-	-	-	X	X

9-mo = 9-month; 2-yr = 2-year; K 2006 = Kindergarten, 2005-06; K 2007 = Kindergarten, 2006-07.

X Data were collected during this round; - Data were not collected during this round.

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education Standards for Test Takers' Rights and Responsibilities²

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.

²American 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.

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

View: [NCES Blog](#)

Subscribe: ies.ed.gov/newsflash

