

Resources from the Acquiring Literacy in English (ALE) Project:

Steps for Requesting Use of the ALE Researcher-Developed Instruments (RDIs)

CAL makes the assessment instruments developed by the Acquiring Literacy in English researchers available to qualified researchers in the field. In exchange for use of the tests, researchers agree to provide a report on their use of the tests and share their data with CAL.

To obtain approval to make use of one or more assessments:

1. Identify the assessment(s) you wish to obtain.
2. Review the procedure for using the ALE assessments on the next page.
3. Review the Standards for Educational and Psychological Testing.
4. Fill out and sign the Application Form.
5. Mail an original or e-mail a pdf of the signed completed form to Lindsey Massoud at the Center for Applied Linguistics.

Mail an original copy to:

Lindsey Massoud
Attention: Researcher Developed Instruments
Center for Applied Linguistics
4646 40th Street NW, Suite 200
Washington DC 20016-1859

Email a scanned PDF of the signed form to:

Lindsey Massoud
ALE-RDIs@cal.org
Subject line: Request for Use of ALE Researcher-Developed Instruments

6. After administering the test, please fill out and return the Report of Use form and other required materials to Lindsey Massoud, using the same contact information as above.

Guidelines for Using ALE Assessment Instruments

Researchers and practitioners who use the ALE researcher-developed assessment instruments are asked to adhere to the following procedure. It is crucial that users abide by this procedure in using these assessments, in order to express respect for the work that the investigators in the ALE studies have put into developing them.

1. Familiarize yourself with the assessments and procedures for implementing them. Carefully read the description of the assessment that you are interested in, and make sure that you and other researchers have sufficient training in using the assessments. Training in assessment provides researchers with a basic understanding of assessment statistics, and of general procedures governing administration, scoring, interpretation, and sharing results. Such training is usually obtained through a university degree, state certification process, or from special workshops or seminars. Likewise, make sure that your purpose for using the assessment and the ages and populations which you will use it with are in line with or similar to the intended purpose, age, and population for the original instrument, as stated in the specific description for that assessment.
2. Read the AERA/APA/NCME Standards for Educational and Psychological Testing (1999), located online at <http://teststandards.org/>. The ALE investigators subscribe to the general principles of assessment use as set forth in the Standards, which were developed by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. Relevant quotations from the Standards for Educational and Psychological Testing are provided in the next section.
3. Based on the AERA/APA/NCME Standards, you must
 - Have the facilities to provide for the security of the assessment materials
 - Protect the privacy of assessment information
 - Have procedures in place to protect the rights of the test-takers
 - Have a clear understanding of the objectives of the assessment and its possible consequences
 - Use the assessments only if you have the training, professional credentials, and experience necessary to handle such a responsibility
 - Be aware of potential misinterpretations of scores
4. Apply to use the researcher-developed assessment instrument. Use the attached application form. Once your application has been approved, you can register to be a user of the assessment.
5. Include names of other research staff and collaborators who will be administering and/or working with the assessments and/or data. Each will need to fill out an application form as well.
6. Cite the researcher-developed assessment instruments you use when reporting on your research. Researchers who publish articles based on these instruments must include citations

of the assessment instruments used in their publications. The specific citations to be used are listed at the end of the description of each test.

7. Report to the Center for Applied Linguistics on the assessment instruments used. Complete and submit the attached "Report of Use" form. Also submit your data electronically (Excel, Access, or SPSS), any reliability and validity information, and any written documentation (such as theses, dissertations, institutional reports or published articles) involving the use of ALE assessment instruments. Please send all materials electronically to:

Lindsey Massoud

E-mail: ALE-RDIs@cal.org

Subject line: Report of Use of ALE Researcher-Developed Instruments

Relevant Quotations for Assessment Instrument Users from the *Standards for Educational and Psychological Testing*

We draw your attention to the following statements from the *Standards for Educational and Psychological Testing* (1999) with which you, as a potential user of an ALE assessment instrument, must agree to comply:

In selecting a test and interpreting a test score, the test user is expected to have a clear understanding of the purposes of the testing and its probable consequences. The knowledgeable user has definite ideas on how to achieve these purposes and how to avoid bias, unfairness, and undesirable consequences. In subscribing to these Standards, test publishers and agencies mandating test use agree to provide information on the strengths and weaknesses of their instruments. They accept the responsibility to warn against likely misinterpretations by unsophisticated interpreters of individual scores or aggregated data. However, the ultimate responsibility for appropriate test use and interpretation lies predominantly with the test user. In assuming this responsibility, the user must become knowledgeable about a test's appropriate uses and the populations for which it is suitable. The user must also become adept, particularly in statewide and community-wide assessment programs, in communicating the implications of test results to those entitled to receive them. (p.112)

5.7 Test users have the responsibility of protecting the security of test materials at all times. (p. 64)

5.10 When test score information is released to students, parents, legal representatives, teachers, clients, or the media, those responsible for testing programs should provide appropriate interpretations. The interpretations should describe in simple language what the test covers, what scores mean, the precision of the scores, common misinterpretations of test scores, and how scores will be used. (p. 65)

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. (p. 88)

11.1 Prior to the adoption and use of a published test, the test user should study and evaluate the materials provided by the test developer. Of particular importance are those that summarize the test's purposes, specify the procedures for test administration, define the intended populations of test takers, and discuss the score interpretations for which validity and reliability data are available. (p. 113)

11.2 When a test is to be used for a purpose for which little or no documentation is available, the user is responsible for obtaining evidence of the test's validity and reliability for this purpose. (p. 113)

11.3 Responsibility for test use should be assumed by or delegated only to those individuals who have the training, professional credentials, and the experience necessary to handle the responsibility. Any special qualifications for test administration or interpretation specified in the test manual should be met. (p. 114)

11.15 Test users should be alert to potential misinterpretations of test scores and to possible unintended consequences of test use; users should take steps to minimize or avoid foreseeable misinterpretation and unintended negative consequences. (p. 116)

Reference

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

**Application Form for Use of
ALE Researcher-developed Assessment Instruments**

Name _____

Position _____

Email Address _____

Employer _____

Type of Organization University Research Institution

Elementary School Other

Employer's Address _____

City _____ State _____ Zip _____

Phone Number _____ Fax Number _____

Membership in Professional Organizations ACA AERA APA

ALSHA NASP

Other _____

Are there other persons in your institution who will use and/or administer the assessment instruments that you are applying to use?

Yes No

If you answered "Yes," please list their names below. **Note:** They will also each need to fill out a separate application form.

I. Assessment instrument(s) requested:

- Cognate Awareness Test (English)
- Developmental Contrastive Spelling Test (English)
- Developmental Contrastive Spelling Test (Spanish)
- Diagnostic Assessment of Reading Comprehension (English)
- Extract the Base Test (English)
- Narrative Production Task (English)
- Narrative Production Task (Spanish)
- Phonological Awareness Test (English)
- Phonological Awareness Test (Spanish)
- Phonological Transfer Test
- Spelling Transfer Test
- Test of Phonological Processing in Spanish (TOPPS)

II. Purpose(s) for using the assessment instrument(s) (mark all that apply):

- A. Research (please attach a 500-word abstract of your study)
- B. Other (please attach an explanation of how and why you will use the assessment instrument(s))

III. Security

A. Please indicate what steps you will take to keep testing materials secure and protect the privacy of testing information.

B. Please indicate what steps you will take to protect the rights and privacy of the research subjects who will be assessed with the instruments.

IV. Ages or grades of children who will be assessed with the instrument(s) (mark all that apply):

- Preschool Kindergarten First Grade
 Second Grade Third Grade Fourth Grade
 Fifth Grade Other _____

V. Native language(s) of children who will be assessed with the instrument(s) (mark all that apply):

- Native Spanish-speaking children
 Native English-speaking children
 Bilingual English-Spanish children
 English Language Learners (from various language groups)
 Other _____

By signing this form, I certify and agree that:

- I have a general knowledge of measurement principles and of the limitations of assessment interpretations. I am qualified to use and interpret the results of these instruments as recommended in the *Standards for Educational and Psychological Testing*.
- I will follow the requirements/principles stated in the *Guidelines for Using ALE Assessment Instruments* and those of the *Standards*.
- I will use the assessment instruments only for the purposes, ages, and populations that I have stated above.
- I will maintain the security of ALE assessment instruments and will keep them in a secure place at all times, except as necessary and appropriate to administer or score a test. I will communicate the need for security to all appropriate persons within my organization and other organizations involved in using these instruments.
- I will observe the confidential nature of the assessment instruments and the assessment results.
- I will not photocopy or otherwise reproduce these materials without the permission of the ALE investigators (this includes entry into any computer memory or other storage medium).
- I will not use the assessment instruments for commercial purposes nor will I profit monetarily from their use.
- I will notify the ALE investigators of any suspected breach of these conditions.
- I will report to the ALE investigators on the usage of these assessments, both by filling out and returning the Report of Use form and by making my data available to the ALE contact person, Lindsey Massoud, for reliability and validity purposes.

Signature of Applicant

Date

Send this form by email to

Lindsey Massoud

Attention: Researcher Developed Instruments

Center for Applied Linguistics

4646 40th Street, NW, Suite 200

Washington, DC 20016-1859

Email: ALE-RDIs@cal.org

Phone: 202-362-0700

**Report of Use of
ALE Researcher-developed Assessment Instruments**
(Please attach your written documentation of assessment use to this form.)

Name _____

Position _____

Email Address _____

Employer _____

Type of Organization University Research Institution
 Elementary School Other

Employer's Address _____

City _____ State _____ Zip _____

Phone Number _____ Fax Number _____

I. I used the following ALE researcher-developed assessment(s):

- Cognate Awareness Test (English only)
- Developmental Contrastive Spelling Test (English)
- Developmental Contrastive Spelling Test (Spanish)
- Diagnostic Assessment of Reading Comprehension (English)
- Extract the Base (English)
- Narrative Production Task (English)
- Narrative Production Task (Spanish)
- Phonological Awareness Test (English)
- Phonological Awareness Test (Spanish)
- Phonological Transfer Test
- Spelling Transfer Test
- Test of Phonological Processing in Spanish (TOPPS)

Note: Please complete a separate copy of sections II through VI for each test used.

II. Purpose

A. My purpose for using the assessment was (mark all that apply):

Research

Other _____

B. I feel that the assessment was appropriate for the purpose that I intended.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Please explain:

C. I feel that the assessment could also be useful for these purposes (List any purposes not given in II.A.):

III. Ages of subjects

A. I feel that the assessment was appropriate for the ages or grades of children with which I used the instrument.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Please explain:

B. I feel that the assessment instrument could also be useful for these ages/grades (mark all that apply):

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Preschool | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> First Grade |
| <input type="checkbox"/> Second Grade | <input type="checkbox"/> Third Grade | <input type="checkbox"/> Fourth Grade |
| <input type="checkbox"/> Fifth Grade | <input type="checkbox"/> Other _____ | |

Please explain:

IV. Language backgrounds

A. I feel that the assessment instrument was appropriate for the language background(s) of the children with which I used it.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please explain:

B. I feel that the assessment could also be useful for children from these language backgrounds (mark all that apply):

- Native Spanish-speaking children
- Native English-speaking children
- Bilingual English-Spanish children
- English Language Learners (from various language groups)
- Other _____

Please explain:

V. I will use the assessment again.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please explain:

VI. Any other comments about the test?

Mail or E-mail your completed form, with your raw data, any reliability and validity information, and any other documentation of your use of the ALE assessments, to:

Lindsey Massoud
Attention: Researcher Developed Instruments
Center for Applied Linguistics
4646 40th Street, NW, Suite 200
Washington, DC 20016-1859
E-mail: ALE-RDIs@cal.org
Phone: 202-362-0700

THANK YOU!