

Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.

## Comparative Report

**Youth's Name/ID: Brittany Ambers**

Gender: Female

Birth Date: November 18, 1999

	Parent	Teacher	Self-Report
<b>Youth's Name/ID:</b>	Brittany Ambers	Brittany Ambers	Brittany Ambers
<b>Admin Date:</b>	May 19, 2012	May 19, 2012	May 21, 2012
<b>Age:</b>	12 years	12 years	12 years
<b>Grade:</b>	6	6	6
<b>School:</b>	K. H. S.	K. H. S.	K. H. S.
<b>Rater's Name/ID:</b>	Mrs. Z	Mrs. Peterson	
<b>Relationship to Youth:</b>	Mother		
<b>Class(es) Taught:</b>		Math, science	
<b>Time Known Youth:</b>		9 months	
<b>Examiner:</b>	DH	DH	DH
<b>Data Entered By:</b>	MT	MT	MT

### About the CEFI

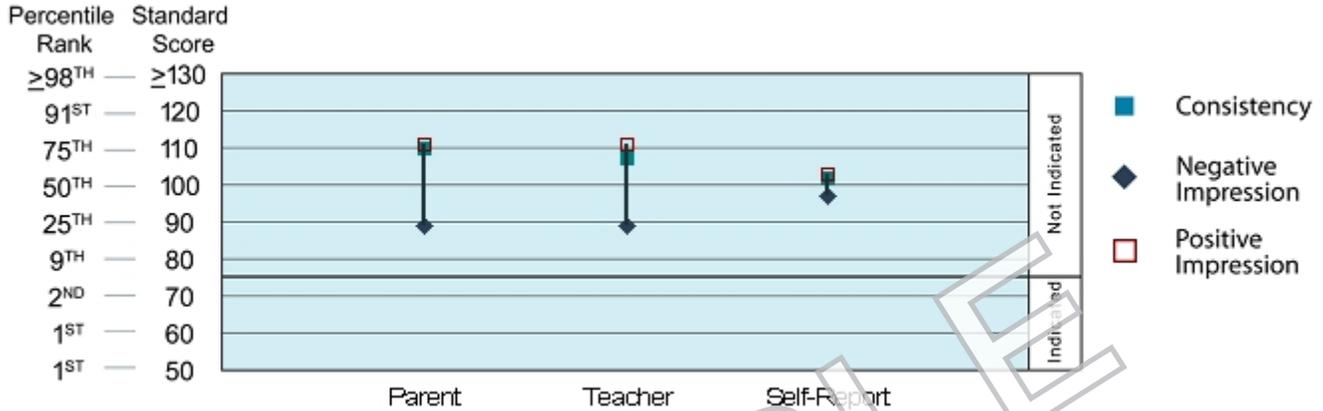
The Comprehensive Executive Function Inventory (CEFI™) is used to quantify observations of a youth's executive functioning behaviors. In combination with other information, results from the CEFI help calibrate the youth's level of executive functioning in the following areas: attention, emotion regulation, flexibility, inhibitory control, initiation, organization, planning, self-monitoring, and working memory.

To help the user interpret inter-rater differences in reported executive function behaviors, and to provide an overview of the youth's behavior from a multi-rater perspective, this computerized report combines the results of up to five raters. For additional information about inter-rater comparisons, consult the *Comprehensive Executive Function Inventory Technical Manual*.

**This Comparative Report is intended for use by qualified individuals. Parts of this report contain copyrighted material, including test items. If it is necessary to provide a copy of the report to anyone other than the examiner, sections containing copyrighted material must be removed.**

## About the Ratings

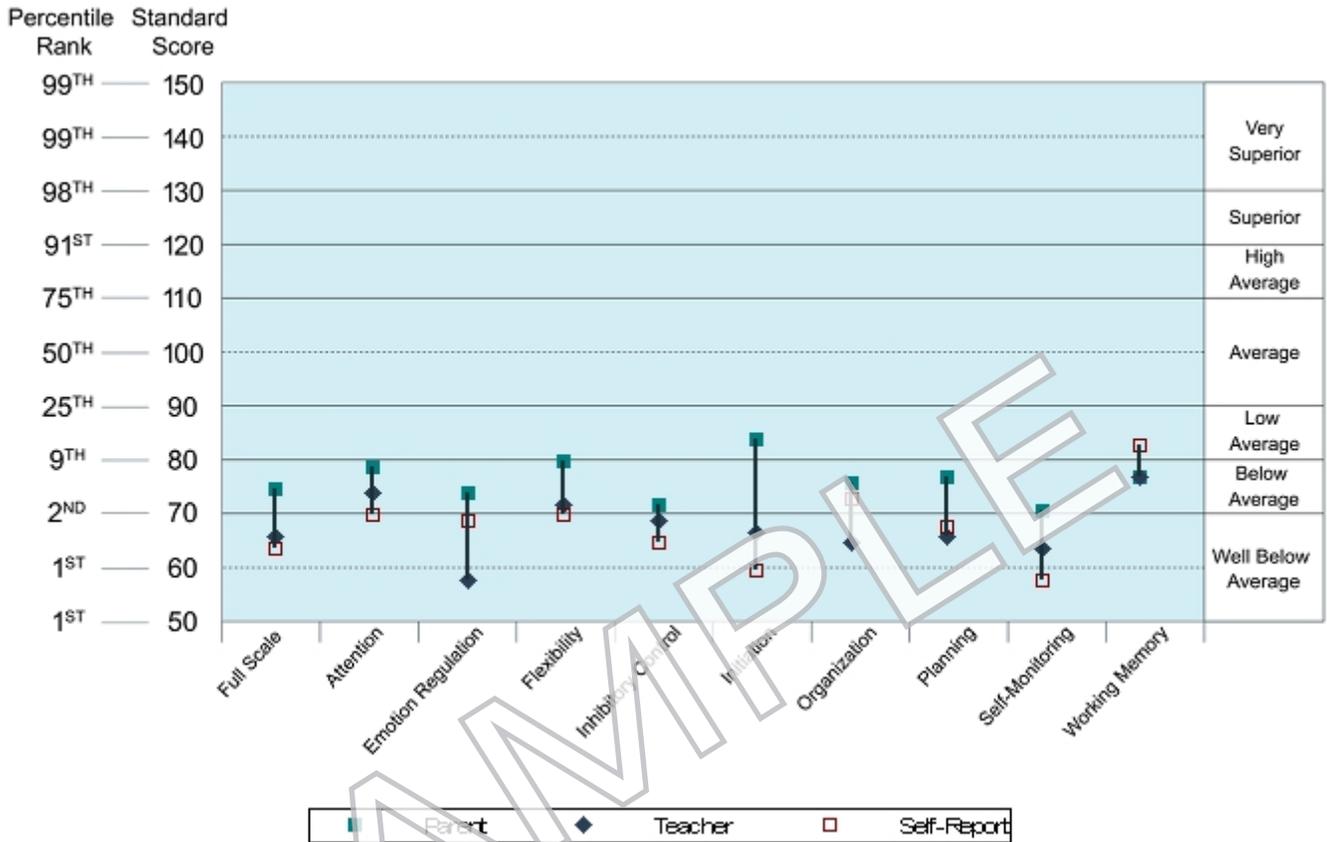
This section of the report provides an evaluation of CEFI ratings provided by three raters. Item scores were examined for consistency, negative impression, positive impression, and number of omitted items. This information can be used to determine whether responses should be reviewed with a rater to explore possible reasons response bias is indicated, and the amount of confidence one can have in the scores.



	Parent (5/19/2012)	Teacher (5/19/2012)	Self-Report (5/21/2012)
<b>Consistency Index</b>	Standard Score = 110 Inconsistent response style is not indicated.	Standard Score = 107 Inconsistent response style is not indicated.	Standard Score = 102 Inconsistent response style is not indicated.
<b>Negative Impression Scale</b>	Standard Score = 89 Negative impression response style is not indicated.	Standard Score = 89 Negative impression response style is not indicated.	Standard Score = 97 Negative impression response style is not indicated.
<b>Positive Impression Scale</b>	Standard Score = 111 Positive impression response style is not indicated.	Standard Score = 111 Positive impression response style is not indicated.	Standard Score = 103 Positive impression response style is not indicated.
<b>Number of Omitted Items</b>	Number of Items Omitted = 0 None of the items were omitted.	Number of Items Omitted = 0 None of the items were omitted.	Number of Items Omitted = 0 None of the items were omitted.

## Overview of Results Between Raters for Brittany Ambers

Brittany Ambers's results from different raters are provided in the graph below.



## Detailed Scores and Significant Differences Between Raters

Brittany Ambers's results are detailed in the tables that follow. Standard Scores, 90% Confidence Intervals (CI), Percentile Ranks, and Executive Function Strengths (EFS)/Executive Function Weaknesses (EFW) are shown for each rater's responses. Statistically significant ( $p < .05$ ) differences between raters' scores are noted in the "Significant Differences Between Raters" column. **Note:** P = Parent, T = Teacher, and SR = Self-Report.

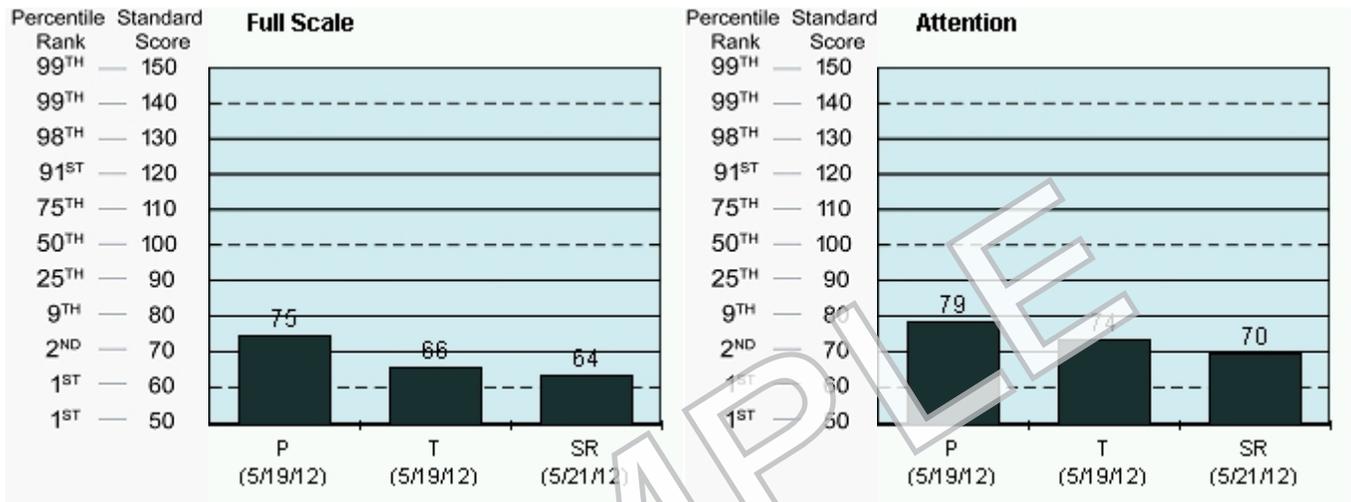
**Classification:** Well Below Average  $\leq 69$ ; Below Average = 70–79; Low Average = 80–89; Average = 90–109; High Average = 110–119; Superior = 120–129; Very Superior  $\geq 130$ .

Full Scale					
Score	P (5/19/2012)	T (5/19/2012)	SR (5/21/2012)	Significant Differences Between Raters	
<b>Standard Score</b>	<b>75</b>	<b>66</b>	<b>64</b>	P > T, SR	
90% CI	73-78	64-69	61-69		
Percentile Rank	5	1	1		
CEFI Scales					
Score	P (5/19/2012)	T (5/19/2012)	SR (5/21/2012)	Significant Differences Between Raters	
Attention	<b>Standard Score</b>	<b>79</b>	<b>74</b>	<b>70</b>	No significant differences
	90% CI	74-87	70-80	66-83	
	Percentile Rank	8	4	2	
	EFS/EFW	-	-	-	
Emotion Regulation	<b>Standard Score</b>	<b>74</b>	<b>58</b>	<b>69</b>	P > T
	90% CI	69-84	55-67	66-86	
	Percentile Rank	4	1	2	
	EFS/EFW	-	Weakness	-	
Flexibility	<b>Standard Score</b>	<b>80</b>	<b>72</b>	<b>70</b>	No significant differences
	90% CI	74-92	67-82	67-87	
	Percentile Rank	9	3	2	
	EFS/EFW	-	-	-	
Inhibitory Control	<b>Standard Score</b>	<b>72</b>	<b>69</b>	<b>65</b>	No significant differences
	90% CI	67-82	65-77	62-82	
	Percentile Rank	3	2	1	
	EFS/EFW	-	-	-	
Initiation	<b>Standard Score</b>	<b>84</b>	<b>67</b>	<b>60</b>	P > T, SR
	90% CI	78-93	63-76	58-78	
	Percentile Rank	14	1	1	
	EFS/EFW	-	-	-	
Organization	<b>Standard Score</b>	<b>76</b>	<b>65</b>	<b>73</b>	No significant differences
	90% CI	71-85	61-73	68-86	
	Percentile Rank	5	1	4	
	EFS/EFW	-	-	-	
Planning	<b>Standard Score</b>	<b>77</b>	<b>66</b>	<b>68</b>	P > T
	90% CI	72-85	62-73	64-82	
	Percentile Rank	6	1	2	
	EFS/EFW	-	-	-	
Self-Monitoring	<b>Standard Score</b>	<b>71</b>	<b>64</b>	<b>58</b>	No significant differences
	90% CI	67-82	60-74	57-77	
	Percentile Rank	3	1	1	
	EFS/EFW	-	-	-	
Working Memory	<b>Standard Score</b>	<b>77</b>	<b>77</b>	<b>83</b>	No significant differences
	90% CI	72-87	72-84	77-95	
	Percentile Rank	6	6	13	
	EFS/EFW	-	-	-	

## Scale-Level Scores and Significant Differences Between Raters

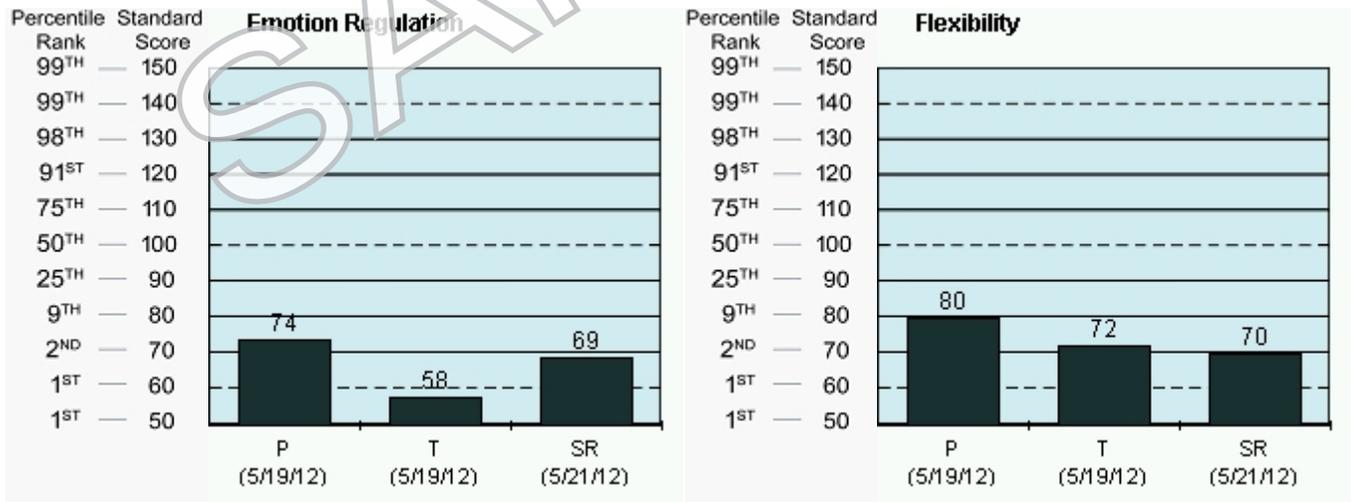
Brittany Ambers's CEFI results from different raters are provided in the graphs that follow. Any statistically significant ( $p < .05$ ) differences between raters' scores are noted below each graph. **Note:** P = Parent, T = Teacher, and SR = Self-Report.

**Classification:** Well Below Average  $\leq 69$ ; Below Average = 70–79; Low Average = 80–89; Average = 90–109; High Average = 110–119; Superior = 120–129; Very Superior  $\geq 130$ .



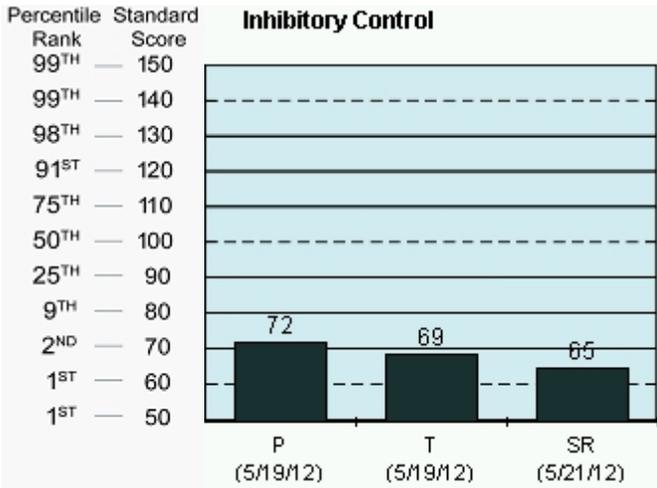
P significantly higher than T, SR.

No significant differences.

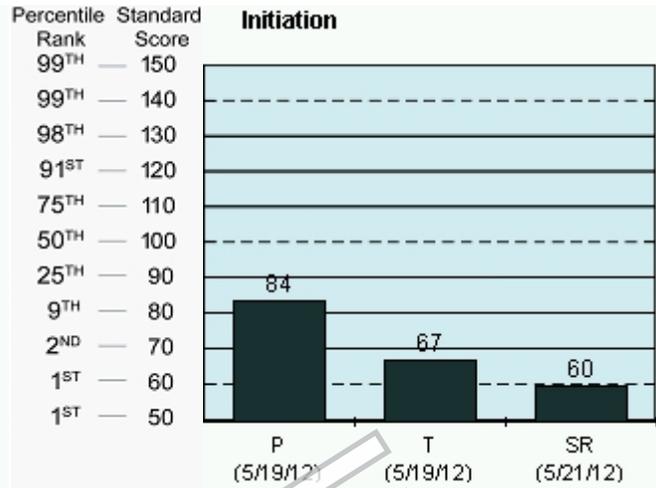


P significantly higher than T.

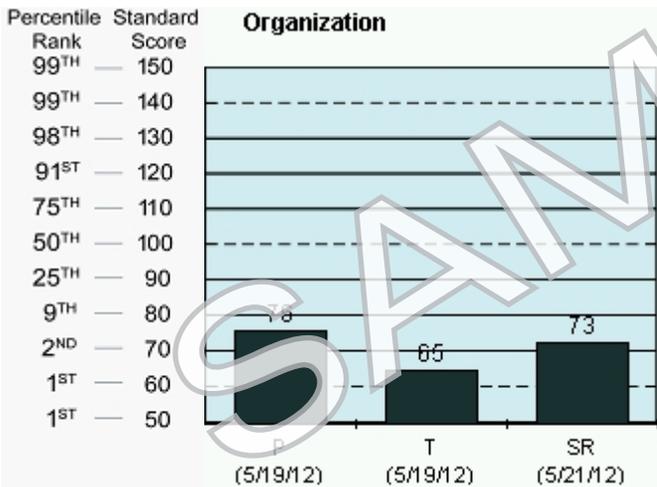
No significant differences.



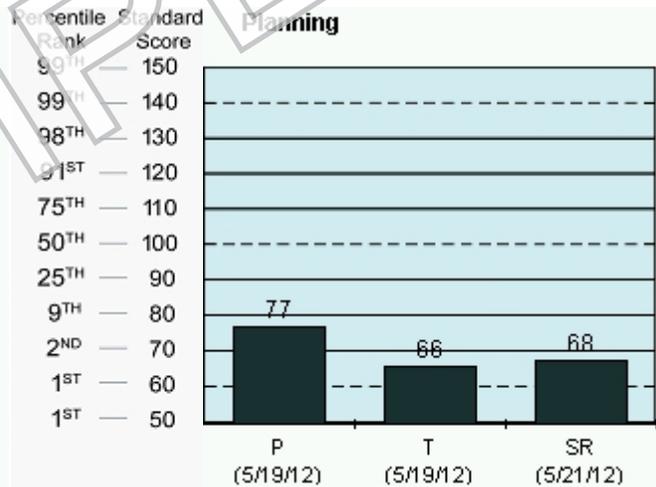
No significant differences.



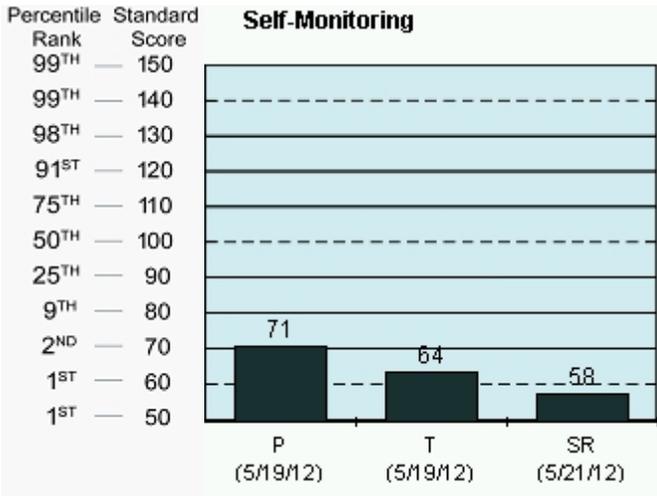
P significantly higher than T, SR.



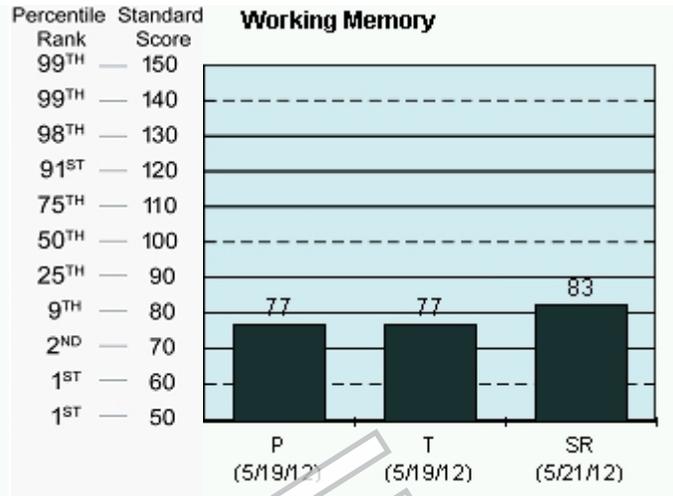
No significant differences.



P significantly higher than T.



No significant differences.



No significant differences.

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## Summary of Significant Differences Between Raters

Brittany Ambers's **Full Scale** standard score of 75 from **Parent** falls in the *Below Average* range and is ranked at the 5th percentile. This means that her score is equal to or greater than 5% of those obtained by youth her age in the standardization group. There is a 90% probability that her true Full Scale standard score is within the range of 73 to 78. Brittany Ambers's Full Scale standard score of 66 (90% CI = 64 to 69; 1st percentile rank) from **Teacher** falls in the *Well Below Average* range. Brittany Ambers's Full Scale standard score of 64 (90% CI = 61 to 69; 1st percentile rank) from her **Self-Report** falls in the *Well Below Average* range. Comparison of scores between raters shows that Parent ratings were significantly higher than Teacher, and Self-Report ratings.

For Brittany Ambers, a *Below Average* standard score on the **Attention** scale was obtained by the following raters: **Parent** (Standard Score = 79; 90% CI = 74 to 87; 8th percentile rank); **Teacher** (Standard Score = 74; 90% CI = 70 to 80; 4th percentile rank); **Self-Report** (Standard Score = 70; 90% CI = 66 to 83; 2nd percentile rank). Scores were not significantly different between raters.

For Brittany Ambers, a *Below Average* standard score on the **Emotion Regulation** scale was obtained by the following rater: **Parent** (Standard Score = 74; 90% CI = 69 to 84; 4th percentile rank). A *Well Below Average* standard score was obtained by the following raters: **Teacher** (Standard Score = 59; 90% CI = 55 to 67; 1st percentile rank); **Self-Report** (Standard Score = 69; 90% CI = 66 to 86; 2nd percentile rank). Comparison of scores between raters shows that Parent ratings were significantly higher than Teacher ratings. Ratings from Teacher suggest that Brittany Ambers's Emotion Regulation score was an executive function weakness.

For Brittany Ambers, a *Low Average* standard score on the **Flexibility** scale was obtained by the following rater: **Parent** (Standard Score = 80; 90% CI = 74 to 92; 9th percentile rank). A *Below Average* standard score was obtained by the following raters: **Teacher** (Standard Score = 72; 90% CI = 67 to 82; 3rd percentile rank); **Self-Report** (Standard Score = 70; 90% CI = 67 to 87; 2nd percentile rank). Scores were not significantly different between raters.

For Brittany Ambers, a *Below Average* standard score on the **Inhibitory Control** scale was obtained by the following rater: **Parent** (Standard Score = 72; 90% CI = 67 to 82; 3rd percentile rank). A *Well Below Average* standard score was obtained by the following raters: **Teacher** (Standard Score = 69; 90% CI = 65 to 77; 2nd percentile rank); **Self-Report** (Standard Score = 65; 90% CI = 62 to 82; 1st percentile rank). Scores were not significantly different between raters.

For Brittany Ambers, a *Low Average* standard score on the **Initiation** scale was obtained by the following rater: **Parent** (Standard Score = 84; 90% CI = 78 to 93; 14th percentile rank). A *Well Below Average* standard score was obtained by the following raters: **Teacher** (Standard Score = 67; 90% CI = 63 to 76; 1st percentile rank); **Self-Report** (Standard Score = 60; 90% CI = 58 to 78; 1st percentile rank). Comparison of scores between raters shows that Parent ratings were significantly higher than Teacher, and Self-Report ratings.

For Brittany Ambers, a *Below Average* standard score on the **Organization** scale was obtained by the following raters: **Parent** (Standard Score = 76; 90% CI = 71 to 85; 5th percentile rank); **Self-Report** (Standard Score = 73; 90% CI = 68 to 86; 4th percentile rank). A *Well Below Average* standard score was obtained by the following rater: **Teacher** (Standard Score = 65; 90% CI = 61 to 73; 1st percentile rank). Scores were not significantly different between raters.

For Brittany Ambers, a *Below Average* standard score on the **Planning** scale was obtained by the following rater: **Parent** (Standard Score = 77; 90% CI = 72 to 85; 6th percentile rank). A *Well Below Average* standard score was obtained by the following raters: **Teacher** (Standard Score = 66; 90% CI = 62 to 73; 1st percentile rank); **Self-Report** (Standard Score = 68; 90% CI = 64 to 82; 2nd percentile rank). Comparison of scores between raters shows that Parent ratings were significantly higher than Teacher ratings.

For Brittany Ambers, a *Below Average* standard score on the **Self-Monitoring** scale was obtained by the following rater: **Parent** (Standard Score = 71; 90% CI = 67 to 82; 3rd percentile rank). A *Well Below Average* standard score was obtained by the following raters: **Teacher** (Standard Score = 64; 90% CI = 60 to 74; 1st percentile rank); **Self-Report** (Standard Score = 58; 90% CI = 57 to 77; 1st percentile rank). Scores were not significantly different between raters.

For Brittany Ambers, a *Low Average* standard score on the **Working Memory** scale was obtained by the following rater: **Self-Report** (Standard Score = 83; 90% CI = 77 to 95; 13th percentile rank). A *Below Average* standard score was obtained by the following raters: **Parent** (Standard Score = 77; 90% CI = 72 to 87; 6th percentile rank); **Teacher** (Standard Score = 77; 90% CI = 72 to 84; 6th percentile rank). Scores were not significantly different between raters.

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