

Early Childhood Measurement and Evaluation Tool Review

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Culture-Free Self-Esteem Inventories, Third Edition (CFSEI-3)

Measurement Areas:

The Culture-Free Self-Esteem Inventories, Third Edition (CFSEI-3) are a set of **norm-referenced** assessment inventories that measure self-reported self-esteem in **children and adolescents ages 6 years 0 months to 18 years 11 months**. The CFSEI-3 focuses on the following measurement areas (depending upon age category):

1. Academic Self-Esteem
2. General Self-Esteem
3. Parent/Home Self-Esteem
4. Social Self-Esteem
5. Personal Self-Esteem

Purpose:

According to the manual, the CFSEI-3 is a self-reported self-esteem assessment tool that can be used:

- as a screening tool to identify individuals who may need psychological support;
- to plan academic, personal, or affective interventions;
- for the identification of specific areas of self-esteem difficulties; and
- as a measurement instrument in academic research involving self-esteem.

Length and Structure:

According to Brunsman (2003), administration time for the CFSEI-3 is approximately 15-20 minutes per form. The CFSEI-3 consists of different forms for three age categories: children ages 6-8 years are administered the *Primary* form, youth ages 9-12 are administered the *Intermediate* form, and adolescents ages 13-18 are administered the *Adolescent* form.

For Primary-aged children, the test administrator reads the 29 items aloud to the child and records their responses (either “Yes” or “No”) on the scoring form. The Intermediate form consists of 64 items, and the Adolescent form consists of 67 items; these groups read and complete their

response forms independently. “Yes” responses are scored a ‘1’ on the scoring booklet; “No” responses are scored a ‘0,’ and these are summed into Global Raw Scores and Defensiveness Scores. Raw scores can be converted into standard scores, percentiles, and descriptive ratings.

Materials:

The CFSEI-3 is published under a “Level B” qualification, which requires the purchaser to: (a) possess a Master’s (or Doctorate) degree in psychology, education, or relevant field with training in assessment, or (b) demonstrate equivalent training through licensure from a recognized clinical or educational institution.

The CFSEI-3 Introductory Kit is available from the publisher at a cost of USD \$220. The kit includes 50 Primary forms, 50 Intermediate response and scoring forms, 50 Adolescent response and scoring forms, and the examiner’s manual.

Accessibility:

The CFSEI-3 forms and manual are available in the English language.

Administration, Scoring, and Interpretation:

The CFSEI-3 is a self-report based instrument that can be verbally administered or self-administered.

Paraprofessionals with appropriate supervision can score the checklists using the scoring instructions in the manual.

As with other “Level B” instruments, score interpretation must only be completed by professionals with formal graduate-level training or clinicians with training in psychological assessment. The test is easy to administer, easy to score, and easy to interpret based on the interpretation guides in the manual.

Subscales:

The CFSEI-3 has a different number of subscales for each age category. The Primary-age from (6-8 years) consists of a single scale termed “Global Self-Esteem.” The Intermediate form (ages 9-12) has 4 subscales: Academic Self-Esteem, General Self-Esteem, Parental/Home Self-Esteem, and Social Self-Esteem. The Adolescent form includes the aforementioned subscales and a Personal Self-Esteem subscale. All age categories yield a “Global Self-Esteem Quotient” (GSEQ) as well as a “Defensiveness” score, in addition to the subscale scores.

All raw scores can be summed to provide subscale standard scores, percentiles, defensiveness score, and a GSEQ score, based on the normative sample.

Documentation:

The manual included in the CFSEI-3 kit contains specific procedures for administration, scoring, and interpretation. The manual also has sections discussing the normative sample, standardization, validity, reliability, and a short section discussing assessment bias for the tool.

Normative Sample:

The CFSEI-3 tool was normed using an American sample of 1,727 individuals (359 Primary-age, 547 Intermediate-age, 821 Adolescent) between 1998 and 2000. According to the manual, the samples consisted of individuals that are representative of the U.S. population based on geographic area, gender, race, urban/rural residence, ethnicity, income, disability status, and age. In terms of educational classification, 96% of the students were classified as having “no disability,” and the remainders were classified as having learning disabilities, speech-language disorders, attention-deficit disorder, or other disabilities. In terms of ethnic representation, 1% of the sample consisted of Native American students, 17% were Hispanic, 1% were Asian American, 12% were African American, and 69% were classified as “Other.” The manual contains more specific demographic information for these samples.

Reliability:

The CFSEI-3 manual discusses two kinds of reliability measures that were developed based on data from the aforementioned samples.

Internal Consistency: An analysis of internal consistency based on the normative sample yielded average coefficient alpha reliabilities (across all age categories) generally in the .80s. Furthermore, when sorted by gender, ethnicity, and disability classification, the data generally demonstrated coefficient alpha reliabilities in the .80s – suggesting that the instrument is consistent across these categories.

Test-retest Reliability: A sample of 77 individuals (33 Primary-aged, 20 Intermediate aged, and 24 Adolescent) was tested twice with the CFSEI-3 in a two-week period. According to the manual, average correlations between test scores fell in the .70s and .90s across all age groups and scales.

Validity:

According to the authors, the CFSEI-3 was developed using a theoretical framework for self-esteem by Harter (1998). Content items and subscales used in the CFSEI-3 were developed through literature reviews, reviews of related tools, and factor analytic methods.

Construct and Concurrent Validity: The authors validated the CFSEI-3 by comparing its scores with other related tools using three age-category samples consisting of 32 Primary aged children, 20 Intermediate-aged youth, and 49 Adolescents. The first study compared the CFSEI-3 with the Self-Esteem Index (SEI) – another self-report based inventory system. According to the authors, the GSEQ score correlated .61 with the SEI “Self-Esteem Quotient;” other subscales correlated with each other in the .50s and .60 for most age groups.

The second study compared CFSEI-3 scores with scores from the Piers-Harris Children’s Self-Concept Scale (PHCSCS). According to the authors, the Piers-Harris Total Score correlated .72 with the CFSEI-3 GSEQ; subscales for all age groups generally correlated in the .50s and .60s.

A third study compared CFSEI-3 scores with scores from the Multidimensional Self Concept Scale (MSCS) using the Adolescent sample. According to the manual, MSCS Total Scores correlated .78 with CFSEI-3 GSEQ scores; subscale scores for this age group correlated generally in the .40s between the tools.

It is worth noting that according to Brunzman (2003), the authors do not provide sufficient evidence to justify the claim that the tool is “culture-free” or “culture-fair.”

Publication Information:

The Culture-Free Self-Esteem Inventories were developed by James Battle. This review is based on the 3rd edition published in 2002 by Pro-Ed.

Materials Used for Tool Review:

- Culture-Free Self-Esteem Inventories Examiner’s Manual
- Academic Reviews

References:

Battle, J. (2002). *Culture-Free Self-Esteem Inventories Examiner’s Manual*. Austin, TX: Pro-Ed.

Brunzman, B.A. (2003). Review of the Culture-Free Self-Esteem Inventories, third edition. *Mental Measurements Yearbook, 15*, 274-276.

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