

ASDQI[®]

Academic Self Description Questionnaire I

OUTLINE

How do elementary school children perceive their academic competence? The ASDQI instrument developed by Marsh has been developed to fill an important void in measuring self-perceived competence regarding multiple aspects of academic performance in elementary school children.

The ASDQI instrument represents an extension of Marsh's Self Description Questionnaire I, and evolved from construct validity research related to the revised Shavelson et al. (1976) model, which was subsequently termed the *Marsh/Shavelson model*. In consultation with school administrators, Marsh (1990, 1993) determined a set of school subjects taken by all students. A separate self-concept sub-scale was then constructed to match each content area.

The ASDQI instrument contains 14 scales; including seven core subject matter subscales (Spelling, Reading, Handwriting, Social Studies, Computer Studies, Science, and Mathematics), five non-core subject subscales (Art, Music, Religious Studies, Health and Physical Education), one General-School subscale (School Subjects) and one General Self Esteem subscale (Self Esteem).

References

- Marsh, H. W. (1990). The structure of academic self-concept: The Marsh/Shavelson model. *Journal of Educational Psychology*, 82, 623-636.
- Marsh, H. W. (1993). Academic self-concept: Theory, measurement, and research. In J. Suls (Ed.), *Psychological perspectives on the self: The self in social perspective* (Vol. 4, pp. 59-98). Hillsdale, NJ: Erlbaum.
- Shavelson, R. J., Hubner, J.J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretation of test scores. *Review of Educational Research*, 46, 407-441.

*** Please note that the SELF Research Centre does not provide statistical support to researchers who use this instrument.**