

Required Abstract Format

Document: No more than one page in length.

Format: 1 inch margins on top, bottom and margins at both sides, single-spaced.

Paper Title: Provide a short descriptive title of no more than 20 words.

Format: Times New Roman, 14 point font, bold, centered.

Do not write the heading "Paper Title."

Leave one line space.

Authors' Names: Include first name in full, middle initial and family name in full. Do not include any titles or degrees.

Format: Times New Roman, 12 point font, bold, centered.

Do not write the heading "Authors' Names."

Authors' Affiliations: When more than one author is listed, use superscript letters to match authors and affiliations. One affiliation should be given per line, prefixed with the relevant superscript letter.

Format: Times New Roman, 11 point font, centered.

Leave two lines.

Abstract: In no more than 200 words, summarize what your presentation will be about.

Format: Times New Roman, 12 point font, justified on both sides.

Do not write the heading "Abstract."

Leave two lines.

Sample Abstract

Academic Self-Concept, Interest, Grades and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering

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A growing body of research shows that academic self-concept is both a cause and an effect of achievement. In structural equation models of longitudinal data, prior self-concept influences subsequent achievement beyond the effects of prior achievement, and prior achievement influences subsequent self-concept beyond the effect of prior self-concept. Based on two large, nationally representative samples of German 7th Grade students (Study 1: $N= 5,649$; Study 2: $N= 2,264$), we expand this design to include academic interest and two different measures of achievement (school grades and standardized test scores) as well as self-concept. Extending previous results, prior self-concept significantly influenced subsequent measures of academic interest, school grades, and achievement test scores beyond the effects of earlier measures of each of these constructs. In contrast, prior academic interest had small effects on subsequent academic self-concept and little or no effects on either school grades or test scores. More strongly than previous structural equation modeling research, the results of the present investigation demonstrate the positive effects of academic self-concept on a variety of different academic outcomes.