Instrument Title: Aspects of Identity Questionnaire (AIQ-IV)
Instrument Author: Cheek, J. M. & Briggs, S. R.
INSTRUCTIONS: These items describe different aspects of identity. Please read each item carefully and consider how it applies to you. Fill in the blank next to each item by choosing a number from the scale below:

1 = Not important to my sense of who I am
2 = Slightly important to my sense of who I am
3 = Somewhat important to my sense of who I am
4 = Very important to my sense of who I am
5 = Extremely important to my sense of who I am

____ 1. The things I own, my possessions
____ 2. My personal values and moral standards
____ 3. My popularity with other people
____ 4. Being a part of the many generations of my family
____ 5. My dreams and imagination
____ 6. The ways in which other people react to what I say and do
____ 7. My race or ethnic background
____ 8. My personal goals and hopes for the future
____ 9. My physical appearance: my height, my weight, and the shape of my body
____ 10. My religion
____ 11. My emotions and feelings
____ 12. My reputation, what others think of me
____ 13. Places where I live or where I was raised
____ 14. My thoughts and ideas
____ 15. My attractiveness to other people
____ 16. My age, belonging to my age group or being part of my generation
____ 17. My gestures and mannerisms, the impression I make on others
____ 18. The ways I deal with my fears and anxieties
____ 19. My sex, being a male or a female
____ 20. My social behavior, such as the way I act when meeting people
____ 21. My feeling of being a unique person, being distinct from others

Continued - (AIQ-IV, page 2)
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22. My relationships with the people I feel close to
23. My social class, the economic group I belong to whether lower, middle, or upper class
24. My feeling of belonging to my community
25. Knowing that I continue to be essentially the same inside even though life involves many external changes
26. Being a good friend to those I really care about
27. My self-knowledge, my ideas about what kind of person I really am
28. My commitment to being a concerned relationship partner
29. My feeling of pride in my country, being proud to be a citizen
30. My physical abilities, being coordinated and good at athletic activities
31. Sharing significant experiences with my close friends
32. My personal self-evaluation, the private opinion I have of myself
33. Being a sports fan, identifying with a sports team
34. Having mutually satisfying personal relationships
35. Connecting on an intimate level with another person
36. My occupational choice and career plans
37. Developing caring relationships with others
38. My commitments on political issues or my political activities
39. My desire to understand the true thoughts and feelings of my best friend or romantic partner
40. My academic ability and performance, such as the grades I earn and comments I get from teachers
41. Having close bonds with other people
42. My language, such as my regional accent or dialect or a second language that I know
43. My feeling of connectedness with those I am close to
44. My role of being a student in college
45. My sexual orientation, whether heterosexual, homosexual, or bisexual
SCORING FOR AIQ-IV

[version 4, which adds RI to AIQ-IIIx, thus adding 10 new RI items and changing sequence = item # s of some old items] (Summer 2001 for 2002 SPSP Poster)

For details of AIQ-IIIx and its History and Bibliography, see Identity Orientations.

PI = Personal Identity Orientation
RI = Relational Identity Orientation
SI = Social Identity Orientation
CI = Collective Identity Orientation
(SP = Special items [not scored on scales])

Each of the scale scores is the sum of the answers (1-5) given to those items.
For AIQ-IV 45 items, the scoring numbering is:

PI = 2 5 8 11 14 18 21 25 27 32 [sum of answers to 10 items]
RI = 22 26 28 31 34 35 37 39 41 43 [" 10 items]
SI = 3 6 9 12 15 17 20 [" 7 items]
CI = 4 7 10 13 24 29 38 42 [" 8 items]
[SP = 1 16 19 23 30 33 36 40 44 45 (10 items not scored on scales)]**


***Additional use of an ad hoc "scale" of SP items and single items: In a set of analyses of additional data from the sample described above, Dollinger created a new AIQ-IIIx scale named "Academic Identity" by summing 3 SP items pertaining to the importance of career plans, academic performance, and the student role [AIQ-IIIx SP's # 30, 32, & 34; M =11.9, SD = 2.0] to relate to Achievement coding of the autophotography essays (obtained r = .27). In addition, the AIQ religion item [CI # 10] correlated .16 with the Religion photo code, and the AIQ-IIIx physical abilities item [AIQ-IIIx SP # 27] correlated .23 with the Athletics code for the autobiographical photo essays. (Dollinger, S. J. (1996). Autophotographic identities of young adults: With special reference to alcohol, athletics, achievement, religion and work. Journal of Personality Assessment, 67, 384-398.) ("Academic/college" on AIQ-IV = 36 40 44)

**Note: AIQ-IV #23 ('social class') loaded on both SI and CI in college students (especially on SI at Dartmouth) but we expect it should probably load as a CI item among non-college adults.

In general, the SP items are intended to provide at least single item assessment of the subjective importance of dimensions that have been included in various theories and measurement models of multidimensional self-esteem (e.g., Briggs, S. R. & Cheek, J. M. (1986). The role of factor analysis in the development and evaluation of personality scales. Journal of Personality, 54, 106-148.)