Students' academic self-concept and self-efficacy is hierarchical and multifaceted. Specific Self-concept and self-efficacy facets are linked to corresponding competencies. The focus of this thesis lies on verbal self-concept / self-efficacy in school language as one of these facets and its connection to different aspects of verbal competencies as well as on differences between students in different school streams and between monolingual and multilingual students with migrant background. Based on longitudinal data of 1114 students of different school grades (2nd/3rd, 5th/6th and 8th/9th grade) in the canton of Zurich, verbal self-concept can be further differentiated into distinct facets. The structure of both constructs seems to be the same for 5th and 8th graders. Verbal self-concept is more strongly related to grades than verbal self-efficacy. Furthermore the relation between grades and more school relevant facets of self-concept / self-efficacy is stronger than for less school relevant facets. There is also evidence for effects of different comparison groups: verbal self-concept of 8th graders differs due to the stream students are allocated in secondary education. There are also differences to be found between monolingual and multilingual students with migrant background: multilingual students have a lower verbal self-concept than their monolingual schoolmates in a facet covering standard German competencies.