OSF Material 4: Additional Analyses for Achievement Outcomes

In addition to the analyses reported in the manuscript, we conducted analyses for a further outcome category "achievement" for both content domains (reasoning ability and vocabulary knowledge). For both analyses, self-viewed and real ability did not explain a significant amount of variance in the outcome category (reasoning ability: adjusted $R^2 = .003, p = .35$; vocabulary knowledge: adjusted $R^2 = -.02, p = .99$). Therefore, no model comparisons could be conducted. Here, we shortly describe the measures used for the additional outcome category. The respective data and the significance tests of the respective full models are included in the data and R code files downloadable within this OSF project.

Achievement outcomes were assessed in Samples A, C, and E. In Sample A, we assessed participants' overall highschool grade in the Dutch school grading system ranging from 1 (worst grade) to 10 (best grade). We also assessed subjects' average grade in their study exams on the same scale. In Sample C, we assessed subjects' Abitur overall average grade in the German school grading system ranging from 1.0 (best grade) to 4.0 (worst grade) in the online survey. We also assessed subjects' grades in the 18 exams they had to take during their Bachelor studies and computed an average exam score across all exams. Each grade was assessed in the German school grading system and coded as 1 (best grade) to 10 (worst grade). In Sample E, we assessed Abitur grades as well as final study grades in the German school grading system ranging from 1.0 (best grade) to 4.0 (worst grade).