

Self-Perceptions about Academic Achievement: Evidence from Mexico City

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Web Appendix - Not For Publication

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A Additional Tables and Figures

Table A.1: Share of Missing Data in Definition of SES

	Full Sample (1)	COMIPEMS Participants (2)
Feedback	0.019 [0.021]	0.014 [0.018]
Number of Observations	2544	2293
Number of schools	90	90
Mean in Control	0.21	0.13
R-squared	0.01	0.01

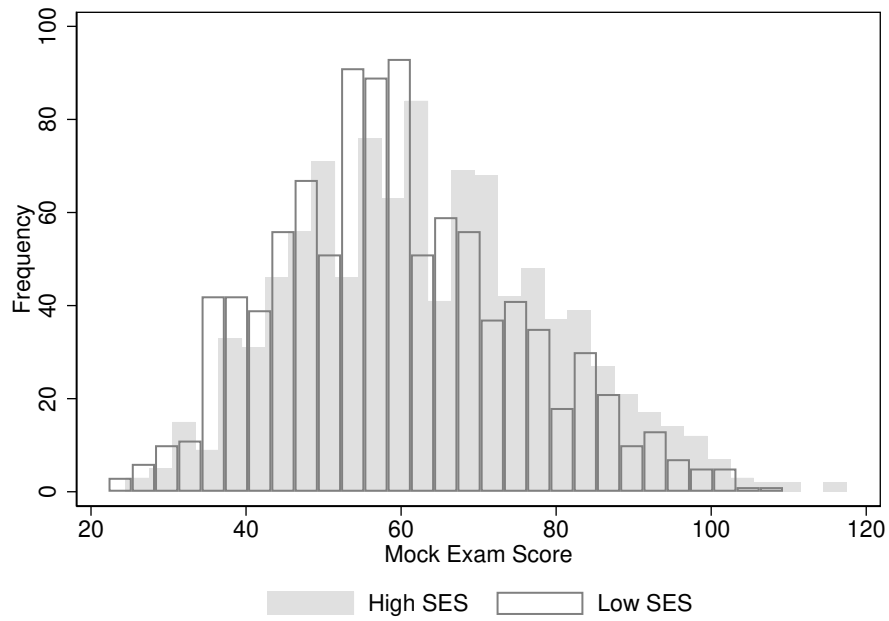
NOTE: OLS estimates with student fixed effects using individual-interval level data. Standard errors clustered at the school and student-level are reported in brackets.

Table A.2: Belief Updating on the Mean and the SD of Beliefs

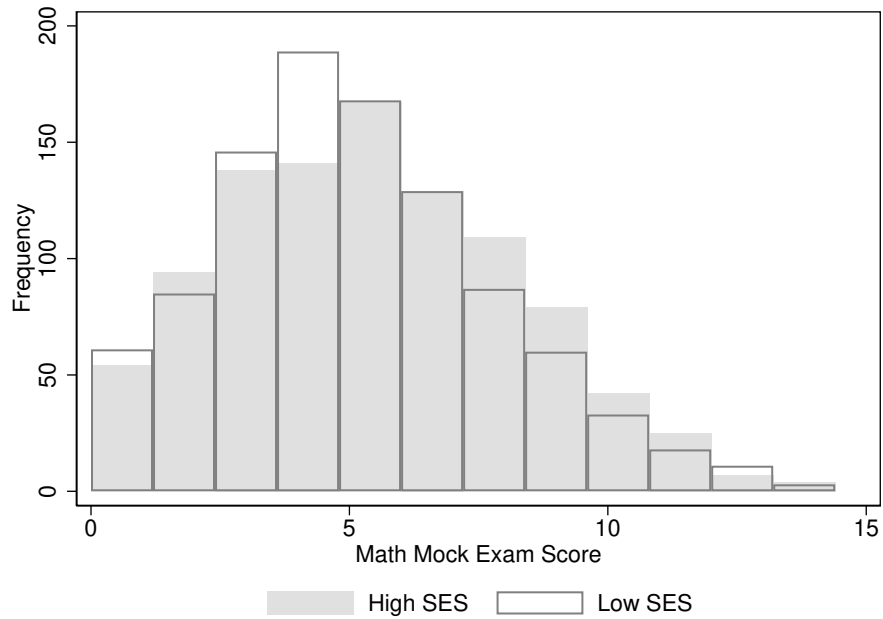
Dependent Variable:	Mean Posterior	SD Posterior
	(1)	(2)
Mean prior	0.616*** [0.027]	
SD prior		0.587*** [0.031]
Signal	0.105*** [0.019]	-0.038*** [0.009]
Mean prior \times Feedback	-0.388*** [0.032]	
SD prior \times Feedback		-0.133*** [0.035]
Signal \times Feedback	0.361*** [0.037]	-0.005 [0.010]
Constant	21.611*** [1.803]	9.232*** [0.704]
Number of Observations	2544	2544
Number of Schools	90	90
R-squared	0.463	0.368

NOTE: * significant at 10%; ** significant at 5%; *** significant at 1%. OLS estimates with strata fixed effects using individual level data. Standard errors clustered at the school level are reported in brackets. Assuming a uniform distribution within each interval of the score, mean beliefs are constructed as the summation over intervals of the product of the mid-point of the bin and the probability assigned by the student to that bin. The standard deviation (SD) of the distribution of beliefs is the square root of the summation over intervals of the product of the square of the mid-point of the bin and the probability assigned to the bin minus the square of mean beliefs.

Figure A.1: Distribution of Total Score and Math Score in the Mock Test by SES



(a) Overall Score



(b) Math-related Questions

NOTE: Overlaid histograms depending on students' SES.