Appendix S1
Experiment 1 Peer Expertise Information

Expert Novel Domain

"Casey is a boy your age. He goes to a school like yours and likes to play with his friends. He knows a lot about flerping. After school, he often takes special lessons on how to flerp. He knows how to flerp with lots of discs and posts. He flerps in front of lots of people. He has won competitions for his flerping."

Expert Familiar Domain

"Lee is a boy your age. He goes to a school like yours and likes to play with his friends. Lee knows a lot about drawing. He has taken the art class at school that all kids take, but also other special art classes outside of school. He knows how to draw lots of things. He shows his art to a lot of people. He has his won awards for his drawings."

Novice, Novel Domain

"Casey is a boy your age. He goes to a school like yours and likes to play with his friends. Casey doesn't know a lot about flerping. When he came in to see us, he had never heard of flerping before and he had never tried flerping. It was the first time he ever flerped."

Novice Familiar Domain

"Lee is a boy your age. He goes to a school like yours and likes to play with his friends. Lee knows a little about drawing. He has taken the art class at school that all kids take, but no other special art classes outside of school. He knows how to draw a few things. He only shows his art to a few people. He's never put his art in a competition to try and win a prize."

Comprehension questions:

"Did Casey know a little or a lot about flerping/drawing?"

"How many stars did you get?"

"How many stars did Casey get?"

"Who did better? You or Casey?"

Appendix S2
Experiment 1 Self-Evaluation Explanation Coding and Examples

Affect & Performance

Positive Performance: "I got a lot right" "I did a good job"

Negative Performance: "I made a lot of mistakes" "I didn't think it turned but so well"

Effort/Practice: "I tried my best" "I've never played flerping before" "I draw all the time"

Enjoyment: "The game was fun" "I liked that game"

Miscellaneous: "I got 9 stars" "I feel that's where I belong" "I listened"

Don't know (not included in analyses): "I'm not sure" "I have no idea"

Ability

Practice: "I do them all the time" "I'm used to playing them a lot"

General Skills/Abilities: "I'm smart" "I'm good at figuring out how to solve problems" "I'm not very good at drawing. It's not my best strength" "I'm very good at drawing"

Enjoyment: "I like puzzles" "I don't like art that much" "It's fun to do

Appendix S3

Experiment 1 Descriptive Data for Self-Evaluation Explanations

Table 1. Percentage of each explanation type in the familiar domain by age in years and evaluation question

	Affect					
	Positive Performance	Negative Performance	Effort/Practice	Enjoyment	Miscellaneous	Don't Know
Age						
5	24.4%	12.2%	12.2%	31.7%	7.3%	12.2%
8	23.3%	37.2%	16.3%	11.6%	4.7%	7.0%
10	29.3%	34.1%	9.8%	9.8%	12.2%	4.9%
	Performance					
	Positive Performance	Negative Performance	Effort/Practice	Enjoyment	Miscellaneous	Don't Know
Age						
5	36.6%	9.8%	12.2%	0%	22.0%	19.5%
8	37.2%	27.9	11.6%	0%	9.3%	14.0%
10	31.7%	29.3%	12.2%	0%	19.5%	7.3%

	Ability				
	Practice	Skill/Ability	Enjoyment	Miscellaneous	Don't Know
Age					
5	20.0%	37.5%	12.5%	25.0%	5.0%
8	27.9%	25.6%	14.0%	23.3%	5.0%
10	40.0%	32.5%	12.5%	10.0%	5.0%

Table 2. Percentage of each explanation type in the novel domain by age in years and evaluation question

	Affect					
	Positive Performance	Negative Performance	Effort/Practice	Enjoyment	Miscellaneous	Don't Know
Age						
5	22.0%	14.6%	7.3%	19.5%	31.7%	4.9%
8	11.6%	30.2%	23.3%	11.6%	9.3%	14.0%
10	14.6%	31.7%	24.4%	17.1%	9.8%	2.4%
	Performance					
	Positive Performance	Negative Performance	Effort/Practice	Enjoyment	Miscellaneous	Don't Know
Age						
5	34.1%	7.3%	17.1%	0%	19.5%	22.0%
8	18.6%	37.2%	18.6%	0%	16.3%	9.3%
10	17.1%	39.0%	22.0%	0%	19.5%	2.4%
	Ability					
	Practice	Skill/Ability	Enjoyment	Miscellaneous	Don't Know	
Age						
5	19.5%	24.4%	17.1%	14.6%	24.4%	
8	32.6%	20.9%	16.3%	18.6%	11.6%	
10	41.5%	22.0%	19.5%	14.6%	2.4%	

Appendix S4
Experiment 1 Analyses of Age-Related Change in Self-Evaluation Explanations

Affect

Explanations in the familiar domain varied by age, χ^2 (8, N = 115) = 15.15, p =.05. Five-year-olds most frequently cited enjoyment, whereas 8- and 10-year-olds referenced their perceived negative performance. Explanations in the novel domain also varied by age, χ^2 (8, N = 116) = 16.88, p =.03. Five-year-olds most frequently made miscellaneous responses, whereas 8- and 10-year-olds focused on perceived negative performance.

Performance

Children's explanations in the familiar domain did not vary significantly by age, χ^2 (8, N = 108) = 6.70, p =.35. Across all age groups, the most common response was perceived positive performance. Explanations in the novel domain varied by age, χ^2 (6, N = 111) = 12.90, p =.04. Five-year-olds most frequently referenced positive performance perceptions, whereas 8- and 10-year-olds most frequently referenced negative performance perceptions.

Ability

Children's explanations of their ability did not differ by age in either domain, ps > .10. Ability and effort/practice were both frequent references in the familiar and novel domain.

Appendix S5
Experiment 2 Entity/Incremental Questions and Coding

Questions

1. Think of kids in your class who get a lot wrong on their schoolwork. Why do you think they get a lot wrong?
2. Why do you think you get things on your schoolwork wrong?
3. Think of kids in your class who get a lot right on their schoolwork. Why do you think they get a lot right?
4. Why do you think you get things on your schoolwork right?

Coding

Process: "They pay attention." "They study really hard." "They don't listen" "They're not trying hard"

Ability: "They are smart" "They are academically gifted" "They're dumb or have a low IQ"

All data was coded by two independent raters and reliability was high (kappas: .81-.93).

Appendix S6

Experiment 2 Peer Trait Information

Smart
> Casey is a boy your age. Casey is a smart boy. He knows lots of things and does very well in school.

Not smart
> Casey is a boy your age. Casey is not a smart boy. He doesn't know very many things and he does poorly in school

Athletic
> Casey is a boy your age. Casey is an athletic boy. He is very good at running and jumping and does very well at sports.

Not athletic
> Casey is a boy your age. Casey is not an athletic boy. He isn't very good at running and jumping and does poorly at sports.

Comprehension questions:
"Was Casey smart (athletic) or not smart (not athletic)?"
"How many stars did you get?"
"How many stars did Casey get?"
"Who did better? You or Casey?"

Experiment 2 Self-Evaluation Explanation Coding

Affect & Performance

   Positive Performance: "I think I did well" "I got some correct"

   Negative Performance: "I'm not really good at the game" "because i didn't get them all right"

   Effort/Practice: "I worked hard" "I tried my best"

   Enjoyment: "I liked the game" "It was kind of fun"

   Miscellaneous: "I got 9 stars" "I just feel happy"

   Don't know (not included in analyses): "No idea"

Ability

   Practice: "I play memory games a lot with grandma" "I never played that game before"

   General Skills/Abilities: "I have lots of wits and smarts" "I'm pretty good at finding out patterns" "I'm not good at matching"

   Enjoyment: "I like doing them" They're fun"

Appendix S8

Experiment 2 Descriptive Data for Self-Evaluation Explanations

Table 3. Percentage of each explanation type by age in years and evaluation question

	Affect					
	Positive Performance	Negative Performance	Effort/Practice	Enjoyment	Miscellaneous	Don't Know
Age						
5-6	24.0%	10.0%	20.0%	2.0%	32.0%	12.0%
9-10	12.5%	60.4%	8.3%	2.1%	8.3%	8.3%
	Performance					
	Positive Performance	Negative Performance	Effort/Practice	Enjoyment	Miscellaneous	Don't Know
Age						
5-6	34.0 %	12.0%	26.0%	0%	24.0%	4.0%
9-10	25.0%	43.8%	12.5%	0%	12.5%	6.3%
	Ability					
	Practice	Skill/Ability	Enjoyment	Miscellaneous	Don't Know	
Age						
5-6	40.0%	16.0%	10.0%	18.0%	16.0%	
9-10	14.6%	41.7%	12.5%	20.8%	10.4%	

Appendix S9

Experiment 2 Analyses of Age-Related Change in Self-Evaluation Explanations

All types of explanations varied significantly by age (affect, χ^2 (4, N = 88) = 28.71, p < .001; performance, χ^2 (3, N = 93) = 13.69, p =.003; ability, χ^2 (3, N = 85) = 11.54, p =.01). Concerning affect, younger children most frequently referenced miscellaneous responses, whereas older children most frequently referenced their perceived negative performance. Concerning performance, younger children most frequently referenced perceived positive performance, whereas older children most frequently referenced perceived negative performance. Concerning ability, younger children most frequently referenced their effort/practice, whereas older children most frequently referenced their general skills/traits.

Appendix S10

Comprehension Questions from Experiment 1 and 2

Did Casey know a little or a lot about flerping/drawing? (Experiment 1)
Was Casey smart or not smart (athletic or not athletic)? (Experiment 2)
How many stars did you get?
How many stars did Casey get?
Who did better? You or Casey?

All children in both studies answered all comprehension questions correctly.