How information about college applicants' socioeconomic context shapes their evaluation

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Supplementary Materials

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SM1. Meta-analysis

Preregistration: https://aspredicted.org/AHT_DXC

- We assessed how people adjust their choice, as well as their impressions on effort and talent, after learning about an applicant's advantaged and disadvantaged background. Specifically, we look into four different dependent variables of interest: choice, impressions of effort, impressions of talent, and impressions of warmth. For all four variables we compare answers at two separate moments, where we calculate how participants adjust their ratings from Time 1 to Time 2 with a random assignment to either Advantage or Disadvantage conditions. This we do by analyzing the data resulting from 12 studies.
- Sample: For all studies the criteria of exclusion was based on two types of controls: Qualtrics fraud detection variables, and manual controls. controls established by Qualtrics' bot and fraud detection variables and criteria. Specifically, when available, we exclude a response if its Q_Recaptcha_Score[1] is less than 0.5, if its Q_RelevantID_DuplicateScore[2] check is greater than or equal to 75, or if its Q_RelevantID_FraudScore[3] is greater than or equal to 30. Additionally, when available we exclude participants based on conditions established in previous stages of research studies: we exclude participants (a) who did not correctly answer comprehension checks, (b) whose survey completion time was in the 1st percentile or 99th percentile, or (c) who answered the Time 1 or Time 2 questions in under 3 seconds. To analyze the choice participants made, studies A, B, and C were included, with a total of 1541 participants (49.32% female, M_{age} = 39.36, SD_{age} = 12.64). For the analysis on impressions of effort six different studies were included: B, C, H, I , J, & L; with a total of 1366 participants (48.76% female, M_{age} = 38.97, SD_{age} = 12.55). To analyze the impressions of talent, we included eleven studies: B, C, D, E, F, G, H, I, J, K, & L; resulting on a final sample of 1923 participants (47.37% female, M_{age} = 38.54, SD_{age} = 13.02). Finally, to analyze the impression on warmth, studies C and H werw included, with a total of 536 participants (46.64% female, M_{age} = 37.04, SD_{age} = 12.23).
- Design: Participants are assigned to one of 2 conditions (Context: Disadvantage, Advantage). Dependent on the study, participants could also be assigned to additional conditions (see a detailed account of all 12 studies next), however for the meta-analysis we only consider data that is comparable across studies (e.g., we omit conditions that manipulated how participants naturally make an attribution or that deliberately change their interpretation of the information, and we only analyze those studies that examine the context of college admissions, omitting those that include a sports context).
- Stimuli: the specific stimuli presented is dependent on the experiment. Please see further details in the following sections.
- Measures:
    - Choice: Both before and after seeing the applicant's context, participants rated "the overall quality of the applicant (along with the associated admissions

[1] Detects whether a response is more likely to be a bot or a human, using Google's reCaptcha technology.
[2] Assesses metadata from respondent to determine if a participant is taking the survey more than once.
[3] Assesses metadata to detect likelihood of participant being fraudulent or a bot.

decision)" on a 9-point Likert scale (1 *Unqualified [definitely reject]*, 5 *Unsure [waitlist]*, 9 *Exceptional [definitely admit]*). In the case of Experiment C, if participants decided not to admit the applicant, they were excluded from this analysis.
    - Effort: The analysis for effort included items referring to hard work, effort, resilience, and perseverance. Participants indicated their perception on these adjectives both before and after seeing the applicant's context, using different scales dependent on the Experiment (see further detail on the following sections).
    - Talent: The analysis for talent included related to smartness, intelligence, reasoning ability, and critical thinking. Participants indicated their perception on these adjectives both before and after seeing the applicant's context, using different scales dependent on the Experiment (see further detail on the following sections).
    - Warmth: Both before and after seeing the applicant's context, participants reported friendly and how extroverted they thought the applicant was (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Analysis: For all four dependent variables, choice, effort, talent, and warmth, the same analysis was performed comparing the results under the conditions of Advantage and Disadvantage:
    - Average overall adjustment: We performed 2 effect-size meta-analysis of average overall adjustment, one for the condition of Advantage and one for Disadvantage
    - Direction of the adjustment: We performed 4 different tests to answer this question. First, we analyze the chi-square pooling data from all relevant studies to compare the direction of the adjustment, be it negative, positive, or zero. Second, we performed a meta-analysis of the participants who adjusted versus those who did not adjust by obtaining the odds ratio. Third, we analyzed if people adjusted in a compensating manner or not[4] by obtaining the odds ratio. Finally, we analyzed if people adjusted in an amplifying manner or not[5] by obtaining the odds ratio.
    - Magnitude of adjustment: We performed 4 effect-size meta-analysis for the magnitude of adjustment looking to the absolute adjustment of four different groups (all available participants, participants who adjusted, participants who adjusted in a compensating manner, and participants who adjusted in an amplifying manner).
- Results:
    - Choice: For the **average overall adjustment** we found participants adjusted their choice of admission positively for disadvantage and negative for advantage. For the **direction of the adjustment**, we first found that participants adjusted in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively, whereas for advantage, the majority did not adjust

[4] We defined "compensating" as an adjustment that is positive for Disadvantage and negative for Advantage. Conversely, we defined "not compensating" as no adjustment or adjustment that is negative for Disadvantage and positive for Advantage.
[5] We defined "amplifying" as adjustment that is negative for Disadvantage and positive for Advantage. Conversely, we defined "not amplifying" as no adjustment or adjustment that is positive for Disadvantage and negative for Advantage.

or adjusted negatively. Second, we found that participants were more likely to adjust (than not adjust) for disadvantage than for advantage. Third, participants were particularly more likely to compensate for disadvantage (i.e., adjust positively) than for advantage (i.e., adjust negatively). Fourth, participants were no more or less likely to amplify disadvantage vs. advantage. Furthermore, we found that average individual **magnitude of adjustment** for disadvantage was larger than for advantage, but we found no significant effect when only considering those participants who adjusted. Also, we found no significant difference in adjustment when examining the people who adjusted so as to compensate, but we did find a significant difference for people who adjusted so as to amplify, but these are the minority of adjusters. See Table 1 for detailed statistical results of choice analysis.

- Effort: For the **average overall adjustment** we found that participants adjusted their perceptions on effort positively for disadvantage and negative for advantage. For the **direction of the adjustment**, we first found participants adjusted in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively, whereas for advantage, the majority did not adjust or adjusted negatively. Second, participants were more likely to adjust (than not adjust) for disadvantage than for advantage. Third, participants were more likely to compensate for disadvantage (i.e., adjust positively) than for advantage (i.e., adjust negatively). And fourth, participants were no more or less likely to amplify disadvantage versus advantage. Furthermore, we found the average individual **magnitude of adjustment** for disadvantage was larger than for advantage. However, there was no significant difference in adjustment when examining only the people who adjusted, who adjusted so as to compensate, or who adjusted so as to amplify. See Table 2 for detailed statistical results of effort analysis.
- Talent: For the **average overall adjustment** we found participants adjusted positively for disadvantage and negative for advantage. For the **direction of the adjustment**, we first found participants adjusted in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively or did not adjust, whereas for advantage, the majority did not adjust or adjusted negatively. Second, we found that participants were more likely to adjust (than not adjust) for disadvantage than for advantage. Third, participants were particularly more likely to compensate for disadvantage (i.e., adjust positively) than for advantage (i.e., adjust negatively). Fourth, participants were no more or less likely to amplify disadvantage vs. advantage. Furthermore, we found that average individual **magnitude of adjustment** for disadvantage and advantage were not significantly different. This difference was also not significant when examining only the people who adjusted, who adjusted so as to compensate, or who adjusted so as to amplify. See Table 3 for detailed statistical results of talent analysis.
- Warmth: For the **average overall adjustment** we found, on average, participants adjusted positively both for disadvantage and advantage. The effect sizes suggest that participants adjusted as much for each or slightly more for disadvantage than

for advantage. For the **direction of the adjustment,** we first found that participants did not adjust in significantly different directions. Most participants did not adjust for either advantage or disadvantage, and about a quarter to a third adjusted positively for both. Second, we found participants were not more likely to adjust than not for disadvantage than for advantage. Third, we found participants were marginally more likely to adjust so as to compensate for disadvantage versus advantage; and fourth, more likely to adjust so as to amplify advantage versus disadvantage. Furthermore, we found that average individual **magnitude of adjustment** for disadvantage and advantage were not significantly different. This difference was also not significant when examining only the people who adjusted, those who adjusted so as to compensate, or who adjusted so as to amplify. See Table 4 for detailed statistical results of warmth analysis.

TABLE 1
Meta-analysis results for choice (Studies A, B, and C)

Average overall adjustment

Q: On aggregate, did people adjust for disadvantage and advantage information? [i]
Q: On aggregate, how much did they adjust? [i]

	Cohen's D	95% C.I.	z-test
Disadvantage	0.74	[0.41, 1.08]	$z = 4.36$, $p < .001$
Advantage	-0.42	[-0.52, -0.32]	$z = 8.47$, $p < .001$

Direction of adjustment

Q: In what direction did people adjust for disadvantage and for advantage? [ii]

	Negative	Zero	Positive
Disadvantage	14.51%	25.52%	59.97%
Advantage	42.52%	38.23%	19.25%

χ^2 (2, N = 1541) = 286.85, $p < .001$

Q: Did more people adjust in any direction for disadvantage versus advantage? [iii]
Q: Did more people adjust as if to compensate for disadvantage versus advantage? [iii]
Q: Did more people adjust as if to amplify disadvantage versus advantage? [iii]

	Odds ratio (OR)	95% C.I.	z-test
Any adjustment	1.82	[1.46, 2.26]	$z = 5.34$, $p < .001$
Compensating adjustment	2.03	[1.66, 2.49]	$z = 6.82$, $p < .001$
Amplifying adjustment	0.70	[0.44, 1.10]	$z = 1.55$, $p = .120$

Magnitude of adjustment

Q: Individually, did people adjust more for disadvantage versus advantage? [i]

	Cohen's D	95% C.I.	z-test
Overall	0.28	[0.15, 0.40]	$z = 4.37$, $p < .001$
Conditional on any adjustment	0.15	[-0.11, 0.41]	$z = 1.13$, $p = .257$
Conditional on compensating adjustment	0.01	[-0.41, 0.43]	$z = 0.04$, $p = .966$
Conditional on amplifying adjustment	0.68	[0.32, 1.04]	$z = 3.72$, $p < .001$

Note: [i] Effect size represents overall adjustment from Time 1 to Time 2 ratings within each condition. Sign (+/-) indicates average direction. [ii] Numbers indicate percent who adjusted negatively, not at all, or positively. [iii] OR>1 is greater likelihood for disadvantage; OR<1 reflects greater likelihood for advantage.

TABLE 2
Meta-analysis results for effort (Studies B, C, H, I, J, and L)

Average overall adjustment

Q: On aggregate, did people adjust for disadvantage and advantage information? [i]
Q: On aggregate, how much did they adjust? [i]

	Cohen's D	95% C.I.	z-test
Disadvantage	0.86	[0.64, 1.09]	$z = 7.65$, $p < .001$
Advantage	-0.54	[-0.71, -0.37]	$z = 6.38$, $p < .001$

Direction of adjustment

Q: In what direction did people adjust for disadvantage and for advantage? [ii]

	Negative	Zero	Positive
Disadvantage	9.73%	23.89%	66.37%
Advantage	46.72%	42.19%	11.09%

χ^2 (2, N = 1363) = 468.80, $p < .001$

Q: Did more people adjust in any direction for disadvantage versus advantage? [iii]
Q: Did more people adjust as if to compensate for disadvantage versus advantage? [iii]
Q: Did more people adjust as if to amplify disadvantage versus advantage? [iii]

	Odds ratio (OR)	95% C.I.	z-test
Any adjustment	2.50	[1.96, 3.19]	$z = 7.36$, $p < .001$
Compensating adjustment	2.39	[1.91, 3.00]	$z = 7.51$, $p < .001$
Amplifying adjustment	0.84	[0.57, 1.25]	$z = 0.86$, $p = .388$

Magnitude of adjustment

Q: Individually, did people adjust more for disadvantage versus advantage? [i]

	Cohen's D	95% C.I.	z-test
Overall	0.32	[0.13, 0.52]	$z = 3.29$, $p = .001$
Conditional on any adjustment	-0.03	[-0.22, 0.17]	$z = 0.26$, $p = .792$
Conditional on compensating adjustment	-0.08	[-0.33, 0.16]	z = 0.65, $p = .513$
Conditional on amplifying adjustment	0.12	[-0.49, 0.72]	$z = 0.38$, $p = .705$

Note: [i] Effect size represents overall adjustment from Time 1 to Time 2 ratings within each condition. Sign (+/-) indicates average direction. [ii] Numbers indicate percent who adjusted negatively, not at all, or positively. [iii] OR>1 is greater likelihood for disadvantage; OR<1 reflects greater likelihood for advantage.

TABLE 3
Meta-analysis results for talent (Studies B, C, D, E, F, G, H, I, J, K, and L)

Average overall adjustment

Q: On aggregate, did people adjust for disadvantage and advantage information? [i]
Q: On aggregate, how much did they adjust? [i]

	Cohen's D	95% C.I.	z-test
Disadvantage	0.35	[0.21, 0.48]	$z = 5.14$, $p < .001$
Advantage	-0.22	[-0.35, -0.09]	$z = 3.25$, $p = .001$

Direction of adjustment

Q: In what direction did people adjust for disadvantage and for advantage? [ii]

	Negative	Zero	Positive
Disadvantage	12.62%	42.75%	44.63%
Advantage	30.75%	54.76%	14.49%

χ^2 (2, $N = 1925$) = 235.19, $p < .001$

Q: Did more people adjust in any direction for disadvantage versus advantage? [iii]
Q: Did more people adjust as if to compensate for disadvantage versus advantage? [iii]
Q: Did more people adjust as if to amplify disadvantage versus advantage? [iii]

	Odds ratio (OR)	95% C.I.	z-test
Any adjustment	1.41	[1.03, 1.93]	$z = 2.14$, $p = .032$
Compensating adjustment	1.65	[1.26, 2.16]	$z = 3.62$, $p < .001$
Amplifying adjustment	0.87	[0.66, 1.14]	$z = 1.01$, $p = .314$

Magnitude of adjustment

Q: Individually, did people adjust more for disadvantage versus advantage? [i]

	Cohen's D	95% C.I.	z-test
Overall	0.14	[-0.04, 0.31]	$z = 1.50$, $p = .135$
Conditional on any adjustment	-0.01	[-0.19, 0.17]	$z = 0.13$, $p = .893$
Conditional on compensating adjustment	-0.12	[-0.36, 0.12]	$z = 0.98$, $p = .327$
Conditional on amplifying adjustment	0.19	[-0.07, 0.45]	$z = 1.45$, $p = .146$

Note: [i] Effect size represents overall adjustment from Time 1 to Time 2 ratings within each condition. Sign (+/-) indicates average direction. [ii] Numbers indicate percent who adjusted negatively, not at all, or positively. [iii] OR>1 is greater likelihood for disadvantage; OR<1 reflects greater likelihood for advantage.

TABLE 4
Meta-analysis results for warmth (Studies C and H)

Average overall adjustment

Q: On aggregate, did people adjust for disadvantage and advantage information?
Q: On aggregate, how much did they adjust?

	Cohen's D	95% C.I.	z-test
Disadvantage	0.07	[-0.11, 0.25]	$z = 0.74$, $p = .461$
Advantage	0.13	[0.04, 0.23]	$z = 2.70$, $p = .007$

Direction of adjustment

Q: In what direction did people adjust for disadvantage and for advantage?

	Negative	Zero	Positive
Disadvantage	17.56%	50.38%	32.06%
Advantage	16.79%	57.30%	25.91%

$\chi^2(2, N = 536) = 2.99$, $p = .225$

Q: Did more people adjust in any direction for disadvantage versus advantage?
Q: Did more people adjust as if to compensate for disadvantage versus advantage?
Q: Did more people adjust as if to amplify disadvantage versus advantage?

	Odds ratio (OR)	95% C.I.	z-test
Any adjustment	1.24	[0.83, 1.85]	$z = 1.07$, $p = .286$
Compensating adjustment	2.02	[0.94, 4.36]	$z = 1.80$, $p = .072$
Amplifying adjustment	0.58	[0.38, 0.88]	$z = 2.56$, $p = .010$

Magnitude of adjustment

Q: Individually, did people adjust more for disadvantage versus advantage?

	Cohen's D	95% C.I.	z-test
Overall	0.13	[-0.30, 0.56]	$z = 0.60$, $p = .550$
Conditional on any adjustment	0.18	[-0.40, 0.76]	$z = 0.61$, $p = .544$
Conditional on compensating adjustment	0.24	[-0.56, 1.04]	$z = 0.59$, $p = .552$
Conditional on amplifying adjustment	0.25	[-0.23, 0.74]	$z = 1.02$, $p = .308$

Note: [i] Effect size represents overall adjustment from Time 1 to Time 2 ratings within each condition. Sign (+/-) indicates average direction. [ii] Numbers indicate percent who adjusted negatively, not at all, or positively. [iii] OR>1 is greater likelihood for disadvantage; OR<1 reflects greater likelihood for advantage.

We present meta-analyses of the overall adjustment to admissions evaluations (Fig. 1-2) and effort (Figs. 3-4) for advantage (odd numbers) and disadvantage (even numbers) across experiments.

Figure 1
Forest plot of choice adjustment for advantage (Experiments A-C)

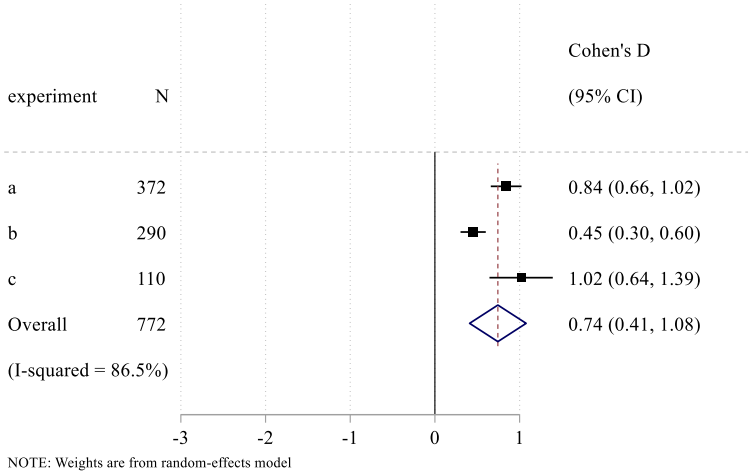
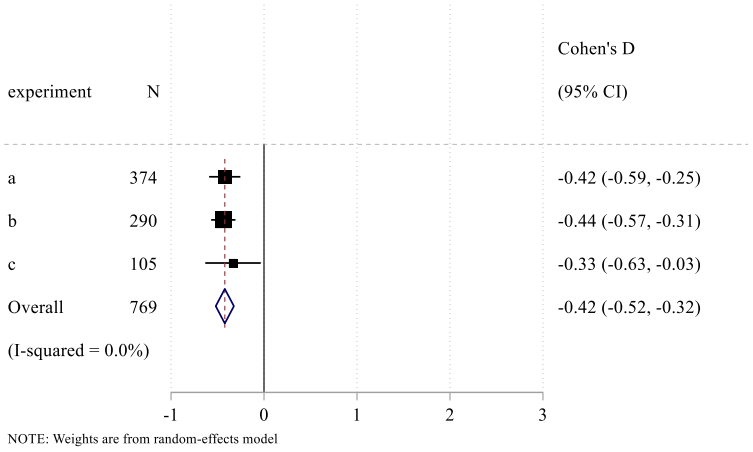


Figure 2
Forest plot of choice adjustment for disadvantage (Experiments A-C)



Note: Graphs indicate the effect size of negative or positive adjustment to admission evaluations when presented with information about the applicant's dis/advantage. Error bars show 95% confidence intervals (CIs). The diamond represents the meta-analytic effect size estimate and 95% CI. Weights are from a random-effects model.

Figure 3
Forest plot of effort adjustment for advantage (Experiments B-L)

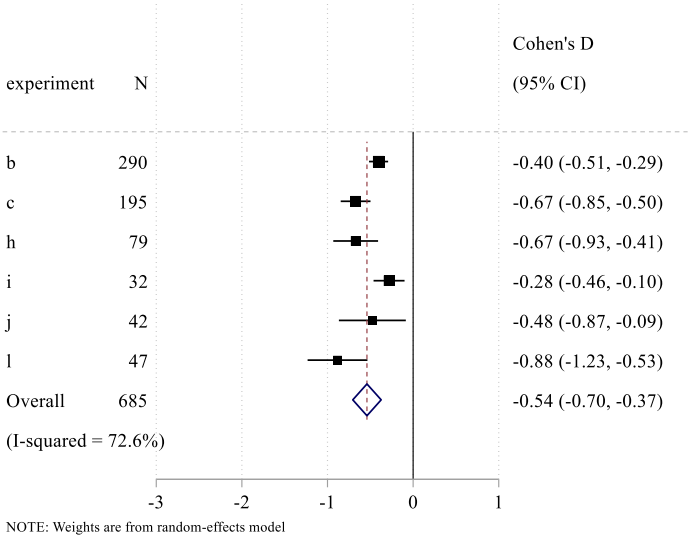
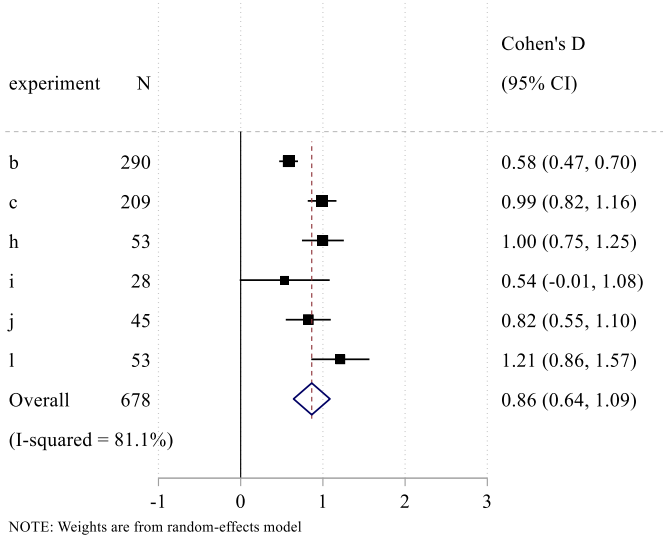


Figure 4
Forest plot of effort adjustment for disadvantage (Experiments B-L)



Note: Graphs indicate the effect size of negative or positive adjustment to impressions of the applicant's effort when presented with information about the applicant's dis/advantage. Error bars show 95% confidence intervals (CIs). The diamond represents the meta-analytic effect size estimate and 95% CI. Weights are from a random-effects model.

TABLE 5
Summary of effects on choice (Experiments A-C)

	Direction of adjustment			Magnitude of adjustment			
Study	Any Adjustment	Compensating Adjustment	Amplifying Adjustment	Overall	Conditional on any adjustment	Conditional on Compensating Adjustment	Conditional on Amplifying Adjustment
A	Dis > Adv	Dis > Adv	Dis < Adv	Dis > Adv	Dis > Adv	No effect	Dis > Adv
B	Dis > Adv	Dis > Adv	No effect	Dis > Adv	No effect	Dis < Adv	Dis > Adv
C	Dis > Adv	Dis > Adv	Dis < Adv	Dis > Adv	Dis > Adv	No effect	Dis > Adv

TABLE 6
Summary of effects on effort (Experiments B-C, H-J, L)

	Direction of adjustment			Magnitude of adjustment			
Study	Any Adjustment	Compensating Adjustment	Amplifying Adjustment	Overall	Conditional on any adjustment	Conditional on Compensating Adjustment	Conditional on Amplifying Adjustment
B	Dis > Adv	Dis > Adj	No effect	Dis > Adv	No effect	Dis < Adv	No effect
C	Dis > Adv	Dis > Adj	No effect	Dis > Adv	Dis > Adv	No effect	No effect
H	No effect	Dis > Adv	No effect	No effect	No effect	No effect	No effect
I	Dis > Adv	Dis > Adj	No effect	Dis > Adv	Dis > Adv	Dis > Adv	No effect
J	Dis > Adv	Dis > Adj	No effect	No effect	No effect	No effect	No effect
L	Dis > Adv	Dis > Adj	No effect	Dis > Adv	No effect	No effect	No effect

TABLE 7
Summary of effects on talent (Experiments B-L)

	Direction of adjustment			Magnitude of adjustment			
Study	Any Adjustment	Compensating Adjustment	Amplifying Adjustment	Overall	Conditional on any adjustment	Conditional on Compensating Adjustment	Conditional on Amplifying Adjustment
B	Dis > Adv	Dis > Adv	No effect	Dis > Adv	No effect	No effect	No effect
C	Dis > Adv	Dis > Adv	No effect	Dis > Adv	Dis > Adv	No effect	No effect
D	No effect	No effect	No effect	No effect	No effect	No effect	No effect
E	No effect	Dis > Adv	Dis < Adv	No effect	No effect	No effect	No effect
F	No effect	No effect	No effect	No effect	No effect	No effect	No effect
G	No effect	No effect	No effect	No effect	No effect	No effect	No effect
H	No effect	No effect	No effect	No effect	No effect	No effect	No effect
I	Dis > Adv	No effect	No effect	Dis > Adv	No effect	No effect	No effect
J	Dis > Adv	Dis > Adv	No effect	No effect	No effect	No effect	No effect
K	No effect	Dis > Adv	Dis < Adv	No effect	No effect	No effect	No effect
L	No effect	Dis > Adv	Dis < Adv	No effect	No effect	No effect	No effect

TABLE 8
Summary of effects on warmth (Experiments C and H)

	Direction of adjustment			**Magnitude of adjustment**			
Study	Any Adjustment	Compensating Adjustment	Amplifying Adjustment	Overall	Conditional on any adjustment	Conditional on Compensating Adjustment	Conditional on Amplifying Adjustment
C	Dis > Adv	Dis > Adv	Dis < Adv	Dis > Adv	Dis > Adv	Dis > Adv	Dis > Adv
H	No effect	No effect	No effect	No effect	No effect	No effect	No effect

SM2. Detailed Description of Experiments

In this section we present a detailed recount of the variables of interest for the meta-analysis throughout the 12 different included experiments. We present detailed information about the sample, design, stimuli and measures for each experiment, as well as the results for the analysis on the variables of interest for the meta-analysis: choice, effort, talent, and warmth. Additional analysis of interest is presented on the Additional Results section.

Experiment A (*N* = 746)

Preregistration: https://aspredicted.org/blind.php?x=u4rg2p

- We assessed whether decision makers adjusted their evaluations after learning about an applicant's context (advantageous versus disadvantageous), as well as whether their adjustment varied based on the applicant's level of performance (low versus high).
- Sample: We recruited 1,096 participants on Amazon Mechanical Turk. Per our pre-registration, we excluded 320 participants who did not correctly answer both comprehension checks, as well as 30 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 746 participants (48.26% female, M_{age} = 39.06, SD_{age} = 12.59).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Achievement: Low, High) between-subjects design.
- Stimuli: "SAT high vs low Only" and "Full Table" (see "Stimuli Used in Experiments").
- Measures:
    - Choice: Both before and after seeing the applicant's context, participants rated "the overall quality of the applicant (along with the associated admissions decision)" on a 9-point Likert scale (1 *Unqualified [definitely reject]*, 5 *Unsure [waitlist]*, 9 *Exceptional [definitely admit]*).
    - Dis/Advantage level: Participants indicated how "disadvantaged or advantaged" the applicant was, compared to the average applicant (-3 *Extremely more disadvantaged*, 0 *About the same*, 3 *Extremely more advantaged*).
- Results:
    - Choice: For the **direction of the adjustment**, we first found that participants adjusted their choice in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (61.83%) or did not adjust (23.91%), whereas for advantage, the majority did not adjust (22.16%) or adjusted negatively (45.45%, X^2[2, 746] = 139.71, $p < .001$). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .76, SD = .43) than for advantage (M = .67, SD = .02, t[744] = 2.80, p = .005). Third, participants were particularly more likely to compensate for disadvantage (M = .62, SD = .49) (i.e., adjust positively) than for advantage (M = .45, SD = .50, t[744] = 4.54, $p < .001$) (i.e., adjust negatively). Fourth, participants were more likely to amplify their choice for advantage (M =.21, SD = .41), rather than for disadvantage (M = .14, SD = .35, t[744] = 2.56, p = .010). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage (M = 1.51, SD = 1.27) is greater than that of advantage (M = 1.20, SD = 1.21, t[744] =

2.25, $p < .001$). Of those participants who adjusted, they did so slightly more for disadvantage (M = 1.98, *SD* = 1.09) than for advantage (*M* = 1.8, *SD* = 1.67, *t*[531] = 1.95, $p = .052$),, but there was no difference between those who adjusted so as to compensate (*t*[398] = 1.07, $p = .283$). Finally, we found that conditional on amplifying adjustment, participants to adjust their choice for disadvantage (*M* = 2.34, *SD* = 1.36) more than for advantage (*M* = 1.83, *SD* = 1.08, *t*[131] = 2.43, $p = .016$).

- Dis/Advantage level: Further analysis on this measure is presented in the Additional Results Section.

Experiment B (*N* = 580)

- We assessed whether decision makers adjusted their evaluations after learning about an applicant's context (advantageous versus disadvantageous), as well as whether their adjustment varied based on the applicant's level of performance (low versus high).
- Sample: We recruited 844 participants on Amazon Mechanical Turk. We excluded 245 participants who did not correctly answer two comprehension checks about our stimuli, as well as 19 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 580 participants (52.76% female, M_{age} = 40.28, SD_{age} = 12.73).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Achievement: Low, High) between-subjects design.
- Stimuli: "SAT and GPA" and "Full Table" (see "Stimuli Used in Experiments").
- Measures:
  - Choice: Both before and after seeing the applicant's context, participants rated "the overall quality of the applicant (along with the associated admissions decision)" on a 7-point Likert scale (1 *Inadequate [definitely reject]*, 7 *Exceptional [definitely admit]*).
  - Effort: Both before and after seeing the applicant's context, participants reported how hard-working they thought the applicant was (1 *Not at all*, 7 *Extremely*).
  - Talent: Both before and after seeing the applicant's context, participants reported how smart they thought the applicant was (1 *Not at all*, 7 *Extremely*).
  - Qualitative: Participants explained in a few sentences why they did or did not change their impression of the applicant after seeing the context information.
- Results:
  - Choice: For the **direction of the adjustment**, we first found that participants adjusted their choice in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (54.48%) or did not adjust (29.66%), whereas for advantage, the majority did not adjust (47.24%) or adjusted negatively (37.59%, $X^2[2, 580] = 101.61$, $p < .001$). Second, we found that participants were more likely to adjust (than not adjust) their choice for disadvantage (*M* = .70, *SD* = .46) than for advantage (*M* = .53, *SD* = .50, *t*[578] = 4.42, $p < .001$). Third, participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) (*M* = .54, *SD* = .50) than for advantage (i.e., adjust negatively) (*M* = .37, *SD* = .48, *t*[578] = 4.13, $p <$ .001). Fourth, participants were no more or less likely to amplify disadvantage

vs. advantage (t[578] = 2.23, p = .819). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage (M = 1.01, SD = .92) is greater than that of advantage (M = .79, SD = .93, t[578] = 2.88, p = .004). This difference was not significant when examining only the people who adjusted (t[355] = 0.7378, p = .461). However, we found participants do adjust the magnitude when compensating more for advantage (M = 1.63, SD = .80) than for disadvantage (M = 1.34, SD = .68, t[265] = 3.18, p = .006). Finally, we found that conditional on amplifying adjustment, participants to adjust their choice for disadvantage (M = 1.76, SD = .97) more than for advantage (M = 1.16, SD = .48, t[88] = 3.70, p < .001).

- Effort: For the **direction of the adjustment**, we first found that participants adjusted their perceptions on effort in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (55.86%) or did not adjust (34.14%), whereas for advantage, the majority did not adjust (56.90%) or adjusted negatively (34.14%, X^2[2, 580] = 153.16, p < .001). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .66, SD = .47) than for advantage (M = .43, SD = .50, t[578] = 5.64, p < .001). Third, participants were particularly more likely to compensate for disadvantage (i.e., adjust positively) (M = .56, SD = .50) than for advantage (M = .34, SD = .47, t[578] = 5.38, p < .001) (i.e., adjust negatively). Fourth, participants were no more or less likely to amplify disadvantage vs. advantage (t[578] = .42, p = .673). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage was greater (M = .85, SD =.77) than that for advantage (M = .60, SD = .85, t[578] = 3.67, p < .001). This difference was not significant when examining only the people who adjusted (t[314] = 1.41, p = .159), as well as for those who adjusted so as to amplify (t[53] = 1.49, p = .142). Finally, we found the difference in magnitude to be significantly different when compensating for advantage (M = 1.47, SD = .82) versus disadvantage (M = 1.28, SD = .55, t[259] = 2.24, p = .026).
- Talent: For the **direction of the adjustment**, we first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority did not adjust (46.90%) or adjusted positively (42.07%), whereas for advantage, the majority did not adjust (70.00%) or adjusted negatively (20.00%, X^2[2, 580] = 78.03, p < .001). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .53, SD = .50) than for advantage (M = .3, SD = .46, t[578] = 5.78, p < .001). Third, participants were particularly more likely to compensate for disadvantage (i.e., adjust positively) (M = .42, SD = .49) than for advantage (i.e., adjust negatively) (M = .2, SD = .40, t[578] = 5.90, p <.001). Fourth, participants were no more or less likely to amplify disadvantage vs. advantage (t[578] = .40, p = .685). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage (M = .65, SD = .74) is greater than that of advantage (M = .35, SD = .58, t[578] = 5.47, p < .001). This difference was not significant when examining only the people who adjusted (t[239] = .94, p = .350), as well as for those who compensated (t[178] = .91, p = .364) and conditional on amplifying (t[59] = .15, p = .880).

Experiment C (*N* = 404)

- We assessed whether decision makers adjusted their evaluations after learning about an applicant's context (advantageous versus disadvantageous) and how this affects whether they decide to admit or not an applicant when provided with this information.
- Sample: We recruited 783 participants on Amazon Mechanical Turk. We excluded 370 participants who did not correctly answer three comprehension checks about our stimuli, as well as 9 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 404 participants (46.53 female, M_{age} = 37.63, SD_{age} = 12.71).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Choice: No, Yes) between-subjects design.
- Stimuli: "SAT Only" and "Full Table" (see "Stimuli Used in Experiments").
- Measure of interest:
    - Choice: Both before and after seeing the applicant's context, participants rated "the overall quality of the applicant (along with the associated admissions decision)" on a 9-point Likert scale (1 *Unqualified [definitely reject]*, 9 *Exceptional [definitely admit]*). Additionally, participants were asked to make an admissions decision on a 9-point Likert scale (1 *Definitely reject [Unqualified]*, 9 *Definitely admit [Exceptional]*).
    - Effort: Both before and after seeing the applicant's context, participants reported how hard-working and how motivated they thought the applicant was (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
    - Talent: Both before and after seeing the applicant's context, participants reported how intelligent they thought the applicant was (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
    - Warmth: Both before and after seeing the applicant's context, participants reported their perception on the applicant's friendliness and extroversion (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Results:
    - Choice: For the **direction of the adjustment**, we first found that participants did not adjust their choice in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (83.25%) or did not adjust (10.53%); for advantage the majority of participants wither adjusted positively (58.46%) or negatively (24.62%, $X^2[2, 404] = 34.34$, $p < .001$). Second, we found participants are slightly more likely to adjust for disadvantage ($M = .89$, $SD = .31$) than for advantage ($M = .83$, $SD = .38$, $t[402] = 1.88$, $p = .061$). Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) ($M = .83$, $SD = .37$) than for advantage (i.e., adjust negatively) ($M = .25$, $SD = .43$, $t[402] = 14.61$, $p < .001$). Fourth, participants were more likely to amplify for advantage ($M = .58$, $SD = .49$), than for disadvantage ($M = .06$, $SD = .24$, $t[402] = 13.63$, $p < .001$). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage ($M = 1.72$, $SD = 1.43$) is greater than that of advantage ($M = .1.15$, $SD = 1.10$, $t[213] =$

3.30, p = 001). Participants who adjusted, did so more for disadvantage (M = 2.16, SD = 1.26) than for advantage (M = .1.69, SD = .93, t[158] = 2.67, p = 008). We found no difference on how the magnitude for compensating adjustment (t[121] = 1.91, p = .058). Finally, we found that conditional on amplifying adjustment, participants to adjust their choice for disadvantage (M = 3, SD = 1.41) more than for advantage (M = 1.79, SD = .93, t[35] = 3.13, p = .003).

- Effort: For the **direction of the adjustment**, we first found that participants adjusted their perceptions on effort in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (73.68%) or did not adjust (15.31%), whereas for advantage, the majority adjusted negatively (58.46%) or did not adjust (25.64%, X^2[2, 404] = 145.86, p < .001). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .85, SD = .36) than for advantage (M = .74, SD = .44, t[402] = 2.60, p = .009). Third, participants were particularly more likely to compensate for disadvantage (i.e., adjust positively) (M = .74, SD = .44) than for advantage (M = .58, SD = .50, t[402] = 3.27, p = .001) (i.e., adjust negatively). Fourth, participants were no more or less likely to amplify disadvantage vs. advantage (t[402] = 1.44, p = .149). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage was greater (M = 1.33, SD =.93) than that for advantage (M = .1.04, SD = .95, t[402] = 3.10, p = .002). We found participants who adjusted did so slightly more for disadvantage (M = 1.57, SD = .80) versus for disadvantage (M = 1.4, SD = .84, t[320] = =1.86, p = .064). This effect was not observed on those who adjusted so as to compensate (t[266] = 1.10, p = .270), or those who adjusted so as to amplify (t[52] = 1.57, p = .122).
  - Talent: For the **direction of the adjustment**, we first found that participants adjusted perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (83.25%) or did not adjust (10.53%) whereas for advantage, the majority did not adjust (51.79%) or adjusted negatively (32.82%, X^2[2, 404] = 60.02, p < .001). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .65, SD = .48) than for advantage (M = .48, SD = .50, t[402] = 3.57, p < .001). Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) (M = .51, SD = .50) than for advantage (i.e., adjust negatively) (M = .33, SD = .47, t[402] = 3.80, p < .001). Fourth, participants did not show any difference when amplifying for advantage versus disadvantage (t[402] = .29, p = .772). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage (M = 1.05, SD = .97) is greater than that of advantage (M = .69, SD = .83, t[402] = 3.93, p = 001). When considering those who did adjust, participants did so as to compensate more for disadvantage (M = 1.60, SD = 1.47) versus for advantage (M = 1.44, SD = 1.31, t[229] = 1.75, p = .081). There was no difference on those participants who adjusted so as to compensate (t[169] = 1.56, p = .120) and as well as conditional on amplifying (t[58] = .86, p = .392).
  - Warmth: For the **direction of the adjustment**, we first found that participants did not adjust their perception of talent in different directions for

disadvantage and advantage. For disadvantage, the majority did not adjust (46.41%) or adjusted positively; equally, for advantage the majority of participants did not adjust (54.87%) or adjusted positively (29.28%, X^2[2, 404] = 2.89, p = .235). Second, we found participants are slightly more likely to adjust (than not adjust) for disadvantage (M = .53, SD = .50) than for advantage (M = .45, SD = .50, t[402] = 1.70, p = .090).Third, we found participants were more likely to compensate on their choice for disadvantage (i.e., adjust positively) (M = .34, SD = .48) than for advantage (i.e., adjust negatively) (M = .16, SD = .37, t[402] = 4.36, p < .001). Fourth, participants were more likely to amplify for advantage (M = .29, SD = .45), than for disadvantage (M = .19, SD = .39, t[402] = 2.38, p = .018). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage (M = .62, SD = .78) is greater than that of advantage (M = .41, SD = .55, t[402] = 3.13, p = .002). Participants who adjusted, did so more for disadvantage (M = 1.16, SD = .71) than for advantage (M = .91, SD = .46, t[198] = 2.87, p = .005). Also, participants adjusted more so as to compensate for disadvantage (M = 1.14, SD = .65) than for advantage (M = .81, SD = .40, t[101] = 2.63, p = .009). Finally, we found participants who adjusted so as to amplify did so slightly more for disadvantage (M = 1.21, SD = .81) than for advantage (M = .97, SD = .48, t[95] = 1.81, p = 072).

Experiment D (*N* = 115)

- We assessed whether decision makers adjust the perceptions on talent after learning about an applicant's context (advantageous versus disadvantageous). Further, we assessed if these perceptions were related to different mental models of interpretation for how an applicant's context may have an effect over performance metrics and their underlying competence.
- Sample: We recruited 195 participants on Amazon Mechanical Turk. We excluded 20 participants due to Qualtrics fraud detection checks – Q_RecaptchaScore, Q_RelevantIDDuplicateScore, Q_RelevantIDFraudScore. We also excluded 58 participants who did not correctly answer two comprehension checks about our stimuli, as well as 2 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 115 participants (53.04% female, M_{age} = 41.79, SD_{age} = 12.22).
- Design: We assigned participants to one of 2 conditions (Context: Disadvantage, Advantage).
- Stimuli: "SAT and Demographics" and "Full Table" (see "Stimuli Used in Experiments")
- Measures:
    - Talent: Both before and after seeing the applicant's context, participants reported their perception on the applicant's intelligence, reasoning ability, and critical thinking (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Results:
    - Talent: For the **direction of the adjustment**, we first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority did not adjust (50.85%) or adjusted positively (40.68%), whereas for advantage, the majority did not adjust (42.68%) or adjusted negatively (39.29%, $X^2[2, 115] = 20.64$, $p < .001$). Second, we found no difference on how likely participants were to adjust (than not adjust) for disadvantage than for advantage ($t[113] = .23$, $p = .815$), no difference on compensation adjustment ($t[113] = 1.24$, $p = .217$), as well as no effect on amplifying adjustment ($t[113] = 1.50$, $p = .139$). Furthermore, we found that average individual **magnitude of adjustment** is no different for disadvantage versus advantage ($t[113] = .41$, $p = .680$). Also, this effect was not significant when examining only the people who adjusted ($t[65] = .35$, $p = .726$), as well as for those who compensated ($t[50] = .32$, $p = .749$) and conditional on amplifying ($t[13] = 1.18$, $p = .259$).

Experiment E (*N* = 130)

- What we assess
- Sample: We recruited 1745 participants on Amazon Mechanical Turk. We excluded 33 participants due to Qualtrics fraud detection checks – Q_RecaptchaScore, Q_RelevantIDDuplicateScore, Q_RelevantIDFraudScore. We also excluded 682 participants who did not correctly answer their comprehension checks about our stimuli, as well as 21 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 1009 participants (60.00% female, M_{age} = 41.04, SD_{age} = 12.20). Finally, for the meta-analysis we omitted 879 participants who were expose to a scenario based in sports, resulting in incomparable data.
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Scenario: Academic, Sport) x 4 (Framing: Control, Shallow, Deep, Opportunity) between-subjects design.
- Stimuli: "SAT and Demographics" and "Shorten Table, Detailed" (see "Stimuli Used in Experiments").
- Measures:
    - Choice: After seeing the applicant's context, participants reported whether they would admit the applicant on a 9-point Likert scale (1 *Definitely not admit,* 5 *Unsure,* 9 *Definitely admit*).
    - Preparedness: Both before and after seeing the applicant's context, participants reported their perception on how prepared the applicant was to be successful on a 7-point Likert scale (1 *Not at all,* 7 *Extremely*).
    - Talent: Both before and after seeing the applicant's context, participants reported their perception on the applicant's intelligence, reasoning ability, and critical thinking (-3 *Extremely below average*, 0 *Average,* 3 *Extremely above average*).
- Results:
    - Talent: For the **direction of the adjustment**, we first found that participants did not adjust their choice in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (74.65%) or did not adjust (18.91%); for advantage the majority of participants wither adjusted positively (63.09%) or did not adjust (22.46%, $X^2[2, 1009] = 21.85$, $p < .001$). Second, we found no difference on how likely participants were to adjust (than not adjust) for disadvantage than for advantage ($t[1007] = 1.39$, $p = .165$). Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) ($M = .75$, $SD = .43$) than for advantage (i.e., adjust negatively) ($M = .14$ $SD = .35$, $t[1007] = 24.18$, $p < .001$). Fourth, participants were more likely to amplify for advantage ($M = .63$, $SD = .48$), than for disadvantage ($M = .06$, $SD = .24$, $t[1007] = 23.37$, $p < .001$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[454] = 1.10$, $p = .269$). Also, this effect was not significant when examining only the people who adjusted ($t[245] = .56$, $p = .572$), as well as for those who compensated ($t[274] = 1.57$, $p = .118$) and conditional on amplifying ($t[69] = 1.02$, $p = .308$).

Experiment F (*N* = 157)

- We assessed whether decision makers adjust the perceptions on talent after learning about an applicant's context (advantageous versus disadvantageous), as well as what the influence of demographic information might be.
- Sample: We recruited 293 participants on Amazon Mechanical Turk. We excluded 29 participants due to Qualtrics fraud detection checks – Q_RecaptchaScore, Q_RelevantIDDuplicateScore, Q_RelevantIDFraudScore. We also excluded 100 participants who did not correctly answer one comprehension checks about our stimuli, as well as 7 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 157 participants (38.85% female, M_{age} = 40.66, SD_{age} = 12.25).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Target Demographics Present: Yes, No) between-subjects design.
- Stimuli: "SAT Only", "SAT and Demographics, and "Full Table" (see "Stimuli Used in Experiments").
- Measures:
    - Talent: Both before and after seeing the applicant's context, participants reported their perception on the applicant's intelligence, reasoning ability, and critical thinking (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Results:
    - Talent: For the **direction of the adjustment**, we first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (53.66%) or did not adjust (38.22%), whereas for advantage, the majority adjusted negatively (48.00%) or did not adjust (40.00%, $X^2[2, 157] = 40.70$, $p < .001$). All other analysis done for direction of adjustment show no significant effects. People show no difference when adjusting (rather than not adjusting) for advantage or disadvantage ($t[155] = .44$, $p = .662$), no difference when adjusting so as to compensate ($t[155] = .70$, $p = .482$), and no difference when adjusting so as to amplify($t[155] = .45$, $p = .654$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[155] = .55$, $p = .582$). Also, this effect was not significant when examining only the people who adjusted ($t[95] = 1.43$, $p = .155$), as well as for those who compensated ($t[78] = 1.60$, $p = .113$) and conditional on amplifying ($t[15] = .25$, $p = .809$).

Experiment G (*N* = 89)

- We assessed whether decision makers adjust the perceptions on talent after learning about an applicant's context (advantageous versus disadvantageous).
- Sample: We recruited 134 participants on Amazon Mechanical Turk. We excluded 14 participants due to Qualtrics fraud detection checks – Q_RecaptchaScore, Q_RelevantIDDuplicateScore, Q_RelevantIDFraudScore. We also excluded 31 participants who did not correctly answer one comprehension checks about our stimuli. We checked for participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds, but no cases met these criteria. We ended up with a final sample of 89 participants (46.51% female, M_{age} = 37.70, SD_{age} = 12.48).
- Design: We assigned participants to one of 2 conditions (Context: Disadvantage, Advantage).
- Stimuli: "SAT Only" and "Shorten Table, Non-Detailed" (see "Stimuli Used in Experiments").
- Measures:
    - Expectations on applicant: Before providing data on the level of disadvantage of the applicant, participants were provided the SAT scores and asked what they thought the level of dis/advantage of said applicant was (Scale from -50 to 50, with zero being no disadvantage or advantage).
    - Expectation on applicant's context: Before providing data on the level of disadvantage of the applicant, participants were provided the SAT scores and asked three aspects on the applicant's context: school funding per student, school's college enrolment rate, and household income. These were reported on a 5-point Likert scale (1 *Extremely low*, 5 *Extremely high*).
    - Talent: Both before and after seeing the applicant's context, participants reported their perception on the applicant's intelligence, reasoning ability, and critical thinking (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Results:
    - Talent: For the **direction of the adjustment**, we first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (54.35%) or did not adjust (29.21%), whereas for advantage, the majority adjusted negatively (55.81%) or did not adjust (25.58%, $X^2[2, 89] = 14.44$, $p = .001$). All other analysis done for direction of adjustment show no significant effects. People show no difference when adjusting (rather than not adjusting) for advantage or disadvantage ($t[87] = .18$, $p = .857$), no difference when adjusting so as to compensate ($t[87] = .14$, $p = .891$), and no difference when adjusting so as to amplify ($t[87] = .36$, $p = .717$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[87] = .41$, $p = .678$). Also, this effect was not significant when examining only the people who adjusted ($t[65] = .41$, $p = .685$), as well as for those who compensated ($t[47] = .76$, $p = .445$) and conditional on amplifying ($t[16] = 1.32$, $p = .205$).

Experiment H (*N* = 132)

- We assessed whether decision makers adjusted their evaluations after learning about an applicant's context (advantageous versus disadvantageous).
- Sample: We recruited 659 participants on Amazon Mechanical Turk. We excluded 379 participants who did not correctly answer two separate comprehension checks about our stimuli, as well as 14 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. Furthermore, 134 participants in the Between condition were omitted from the meta-analysis provided they do not have 2 separate moments in the experiment and are given the full information from the beginning resulting in incomparable results. We ended up with a final sample of 132 participants (46.97% female, M_{age} = 35.23, SD_{age} = 10.47).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Design: Between, Within).
- Stimuli: "SAT Only" and "Full Table" (see "Stimuli Used in Experiments").
- Measures:
    - Quality: Both before and after seeing the applicant's context, participants reported their rating for the applicant on a 9-point Likert scale (1 *Unqualified*, 9 *Exceptional*).
    - Effort: Both before and after seeing the applicant's context, participants reported how hard-working and how motivated they thought the applicant was (-3 *Extremely below average*, 0 *Average,* 3 *Extremely above average*).
    - Talent: Both before and after seeing the applicant's context, participants reported how intelligent they thought the applicant was (-3 *Extremely below average*, 0 *Average,* 3 *Extremely above average*).
    - Warmth: Both before and after seeing the applicant's context, participants reported friendly and how extroverted they thought the applicant was (-3 *Extremely below average*, 0 *Average,* 3 *Extremely above average*).
- Results:
    - Effort: For the **direction of the adjustment**, we first found that participants adjusted their perception on effort in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (79.25%) or did not adjust (13.21%), whereas for advantage, the majority adjusted negatively (65.82%) or did not adjust (24.05%, $X^2[2, 132] = 67.29$, $p < .001$). Second, participants show no difference when adjusting (rather than not adjusting) for advantage or disadvantage ($t[130] = 1.54$, $p = .127$), but a slight difference compensating more for disadvantage ($M = .79$, $SD = .41$) versus for advantage ($M = 66$, $SD = .48$, $t[130] = 1.67$, $p = .096$), but no difference when adjusting so as to amplify ($t[130] = .50$, $p = .616$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[130] = .57$, $p = .566$). Also, this effect was not significant when examining only the people who adjusted ($t[104] = .45$, $p = .652$), as well as for those who compensated ($t[92] = =.30$, $p = .764$) and conditional on amplifying ($t[10] = 1.65$, $p = .129$).
    - Talent: For the **direction of the adjustment**, we first found that participants adjusted their perception on talent in different directions for disadvantage and

advantage. For disadvantage, the majority did not adjust (52.83%) or adjusted positively (43.40%), whereas for advantage, the majority adjusted negatively (46.84%) or did not adjust (43.04%, $X^2[2, 132] = 35.50$, $p < .001$). All other analysis done for direction of adjustment show no significant effects. People show no difference when adjusting (rather than not adjusting) for advantage or disadvantage ($t[130] = 1.10$, $p = .273$), no difference when adjusting so as to compensate ($t[130] = .39$, $p = .670$), and no difference when adjusting so as to amplify($t[130] = 1.35$, $p = .179$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[130] = 1.48$, $p = .141$). Also, this effect was not significant when examining only the people who adjusted ($t[68] = 1.02$, $p = .309$), as well as for those who compensated ($t[58] = .46$ $p = .649$) and conditional on amplifying ($t[8] = 1.14$, $p = .286$).

- Warmth: For the **direction of the adjustment**, we first found that participants did not adjust their perception of talent in different directions for disadvantage and advantage, with the majority of participants not adjusting for disadvantage (66.04%) as well as for advantage (63.29%, $X^2[2, 132] = 1.60$, $p = .450$). All other analysis done for direction of adjustment show no significant effects. People show no difference when adjusting (rather than not adjusting) for advantage or disadvantage ($t[130] = .32$, $p = .749$), no difference when adjusting so as to compensate ($t[130] = .51$, $p = .613$), and no difference when adjusting so as to amplify($t[130] = 1.00$, $p = .318$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[130] = .56$, $p = .679$). Also, this effect was not significant when examining only the people who adjusted ($t[45] = .51$, $p = .612$), as well as for those who compensated ($t[25] = .50$, $p = .620$) and conditional on amplifying ($t[18] = .32$, $p = .750$).

Experiment I (*N* = 60)

- We assessed whether decision makers adjusted their evaluations after learning about an applicant's context (advantageous versus disadvantageous), as well as whether their adjustment varied based on the applicant's level of performance (low versus high).
- Sample: We recruited 111 participants on Amazon Mechanical Turk. We excluded 51 participants who did not correctly answer two separate comprehension checks about our stimuli. We checked for participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds, but no cases met these criteria. We ended up with a final sample of 60 participants (38.33% female, M_{age} = 36.08, SD_{age} = 11.65).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Score: High, Low) between-subjects design.
- Stimuli: "SAT and GPA" and "Disadvantage, High vs Low" (see "Stimuli Used in Experiments").
- Measures:
    - Choice: Both before and after seeing the applicant's context, participants decided whether to accept the applicant or not on a binary choice (*Admit/Reject*).
    - Quality: Both before and after seeing the applicant's context, participants scored the overall quality on a 10-point Likert scale (0 *Lowest quality,* 5 *Average quality,* 10 *Highest quality*).
    - Effort: Both before and after seeing the applicant's context, participants reported how hard-working they thought the applicant was (1 *Not at all*, 7 *Extremely*).
    - Talent: Both before and after seeing the applicant's context, participants reported how smart they thought the applicant was (1 *Not at all*, 7 *Extremely*).
- Results:
    - Effort: For the **direction of the adjustment**, we first found that participants adjusted their perception on effort in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (64.29%) or did not adjust (21.43%), whereas for advantage, the majority did not adjust (65.63%) or adjusted negatively (31.25%, $X^2[2, 60] = 25.96$, $p < .001$). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .78, SD = .42) than for advantage (M = .34, SD = .48, $t[58] = 3.76$, $p <$ .001).Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) (M = .64, SD = .49) than for advantage (i.e., adjust negatively) (M = .31, SD = .47, $t[58] = 2.66$, p = .009). Fourth, participants were not more likely to amplify for advantage than for disadvantage ($t[58] = 1.57$, p = .122). Furthermore, we found that average individual **magnitude of adjustment** for disadvantage (M = 1.17, SD = 1.02) is greater than that of advantage (M = .34, SD = .48, $t[58] = 4.13$, $p < .001$). When looking at participants who adjusted, they did so slightly more for disadvantage (M = 1.5, SD = .91) than for those in advantage (M = 1, SD = 0, $t[31] = 1.80$, p = .0813). Conditional on compensating we do found participants compensate more on average for disadvantage (M = 1.33, SD = .48) than for advantage (M = .1, SD = 0, $t[26] = 2.15$, p = .046). Because the sample adjusted by those who amplified ended in only 3 participants, no real analysis was possible on the magnitude of the adjustment for those who amplified.

- Talent: we first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority did not adjust (57.14%) or adjusted positively (32.14%), whereas for advantage, the majority did not adjust (78.13%) or adjusted negatively (18.75%, $X^2[2, 60] = 9.15$, $p = .010$). Second, participants adjust (rather than not adjust) slightly more for those in disadvantage ($M = .43$, $SD = .50$) versus those in advantage ($M = .22$, $SD = .42$, $t[58] = 1.76$, $p = .084$). However there was no difference when adjusting so as to compensate ($t[58] = 1.19$, $p = .250$), and no difference when adjusting so as to amplify($t[58] = 1.17$, $p = .247$) Furthermore, we found that average individual **magnitude of adjustment** for disadvantage ($M = .71$, $SD = 1.11$) is greater than that of advantage ($M = .22$, $SD = .42$, $t[58] = 2.33$, $p = .023$). This effect was not significant when examining only the people who adjusted ($t[17] = 1.51$, $p = .149$), as well as for those who compensated ($t[13] = 1.61$, $p = .130$). Because the sample adjusted by those who amplified ended in only 3 participants, no real analysis was possible on the magnitude of the adjustment for those who amplified.

Experiment J (*N* = 86)

- We assessed whether decision makers adjusted their evaluations after learning about an applicant's context (advantageous versus disadvantageous), as well as whether their adjustment varied based on the applicant's level of performance (low versus high).
- Sample: We recruited 150 participants on Amazon Mechanical Turk. We excluded 61 participants who did not correctly answer two separate comprehension checks about our stimuli, as well as 3 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. We ended up with a final sample of 86 participants (44.44% female, M_{age} = 39.30, SD_{age} = 11.69).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Score: High, Low) between-subjects design.
- Stimuli: "SAT and GPA" and "Full Table" (see "Stimuli Used in Experiments").
- Measures:
    - Choice: Both before and after seeing the applicant's context, participants decided whether to accept the applicant or not on a binary choice (*Admit/Reject*).
    - Quality: Both before and after seeing the applicant's context, participants scored the overall quality on a 10-point Likert scale (0 *Lowest quality,* 5 *Average quality,* 10 *Highest quality*).
    - Effort: Both before and after seeing the applicant's context, participants reported how hard-working they thought the applicant was (1 *Not at all*, 7 *Extremely*).
    - Talent: Both before and after seeing the applicant's context, participants reported how smart they thought the applicant was (1 *Not at all*, 7 *Extremely*).
- Results:
    - Effort: For the **direction of the adjustment**, we first found that participants adjusted their perception on effort in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (66.67%) or did not adjust (28.89%), whereas for advantage, the majority did not adjust (57.14%) or adjusted negatively (30.95%, $X^2[2, 87] = 29.12$, $p < .001$). Second, we found that participants were more likely to adjust (than not adjust) their choice for disadvantage ($M = .71$, $SD = .46$) than for advantage ($M = .43$, $SD = .50$, $t[85] = 2.75$, $p = .007$).Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) ($M = .66$, $SD = .48$) than for advantage (i.e., adjust negatively) ($M = .31$, $SD = .48$, $t[85] = 3.52$, $p < .001$). Fourth, participants were not more likely to amplify for advantage than for disadvantage ($t[85] = 1.27$, $p = .205$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[85] = 1.13$, $p = .262$). Also, this effect was not significant when examining only the people who adjusted ($t[48] = 1.21$, $p = .231$), as well as for those conditional on amplifying ($t[5] = 1.88$, $p = .117$). However, participants did adjust so as to compensate more for advantage ($M = 1.92$, $SD = 1.44$) versus disadvantage ($M = 1.33$, $SD = .61$, $t[41] = 1.91$, $p = .063$).
    - Talent: For the **direction of the adjustment**, we first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority did not adjust (53.33%) or adjusted

positively (22.99%), whereas for advantage, the majority did not adjust (71.43%) or adjusted negatively (19.05%, $X^2[2, 87] = 8.46$, $p = .015$). Second, participants adjust (rather than not adjust) slightly more for disadvantage ($M = .47$, $SD = .50$) than for advantage, ($M = .28$, $SD = .46$, $t[85] = 1.75$, $p = .084$). Third, we also found participants are slightly more likely to adjust so as to compensate for disadvantage ($M = .35$, $SD = .48$) than for advantage ($M = .19$, $SD = .40$,$t[85] = 1.73$, $p = .087$). However, we found no difference when adjusting so as to amplify ($t[85] = .24$, $p = .811$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[85] = .80$, $p = .422$). Also, this effect was not significant when examining only the people who adjusted ($t[31] = .79$, $p = .442$), as well as for those who compensated ($t[22] = .1.24$ $p = .226$) and conditional on amplifying ($t[7] = 1.44$, $p = .193$).

Experiment K (*N* = 69)

- We assessed whether decision makers adjusted their evaluations about talent after learning about an applicant's context (advantageous versus disadvantageous).
- Sample: We recruited 225 participants from the Character Lab Research Network. We excluded 77 participants who did not correctly answer their comprehension checks about our stimuli, as well as 4 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. For the meta-analysis, we excluded 75 participants assigned to the sports context resulting in incomparable data. We ended up with a final sample of 69 participants (43.48% female, M_{age} = 16, SD_{age} = 1.26).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Scenario: University, Sports) between-subjects design.
- Stimuli: "SAT Only" and "Shorten Table, Detailed" (see "Stimuli Used in Experiments").
- Measures:
    - Talent: Both before and after seeing the applicant's context, participants reported how smart they thought the applicant was (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Results:
    - Talent: For the **direction of the adjustment**, we first found that participants did not adjust perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (62.86%), and the same for advantage (80.82%, X^2[2, 143] = 9.53, p = .009). Second, we found no significant difference on whether participants are more or less likely to adjust (t[141] = .16, p = .869). Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) (M = .63, SD = .49) than for advantage (i.e., adjust negatively) (M = .07, SD = .25, t[141] = 8.67 p < .001). Fourth, participants were more likely to amplify for advantage (M = .81, SD = .40), than for disadvantage (M = .26, SD = .44, t[141] = 7.87, p < .001).Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage (t[67] = .47, p = .637). Also, this effect was not significant when examining only the people who adjusted (t[50] = .47, p = .637), as well as for those who compensated (t[7] = .16, p = .877) and conditional on amplifying (t[41] = .49, p = .626).

Experiment L (*N* = 100)

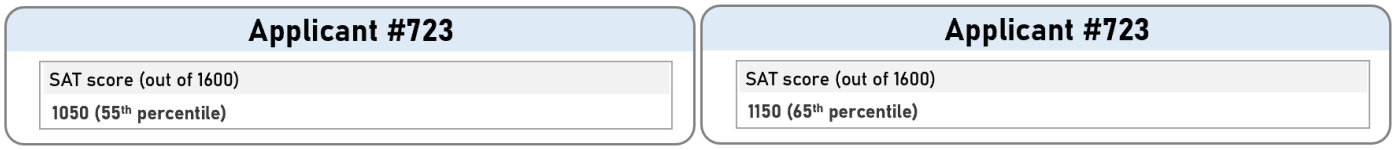
- What we assess
- Sample: We recruited 272 participants on Amazon Mechanical Turk. We excluded 7 participants due to Qualtrics fraud detection check Q_RecaptchaScore. We also excluded 36 participants who did not correctly answer comprehension and manipulation checks about our stimuli, as well as 4 participants who completed the survey faster than the 1st percentile or slower than the 99th percentile, or who answered the key dependent variables in under 3 seconds. For the meta-analysis we excluded 100 participants assigned to the Effort condition to maintain data comparability. We ended up with a final sample of 100 participants (47.00% female, M_{age} = 43.17, SD_{age} = 12.57).
- Design: We assigned participants to a 2 (Context: Disadvantage, Advantage) x 2 (Attribution Manipulation: Control, Effort) between-subjects design
- Stimuli: "SAT Only" and "Full Table, minus Crime" (see "Stimuli Used in Experiments")
- Measures:
    - Choice: After seeing the applicant's context, participants decided whether to accept the applicant or not on a binary choice (*Admit/Reject*).
    - Effort: Both before and after seeing the applicant's context, participants reported how hard-working, effort, resilience, and perseverance they perceived from the applicant was (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
    - Talent: Both before and after seeing the applicant's context, participants reported how intelligent and how smart they thought the applicant was (-3 *Extremely below average*, 0 *Average*, 3 *Extremely above average*).
- Results:
    - Effort: For the **direction of the adjustment**, we first found that participants adjusted their perception on effort in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (79.44%) or did not adjust (16.82%), whereas for advantage, the majority adjusted negatively (59.14) or did not adjust (32.26%, $X^2[2, 200] = 110.40$, $p < .001$). Second, we found that participants were more likely to adjust (than not adjust) for disadvantage (M = .83, SD = .37) than for advantage (M = .68, SD = .47, $t[198] = 2.57$, p = .010).Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) (M = .79, SD = .40) than for advantage (i.e., adjust negatively) (M = .59, SD = .49, $t[198] = 3.18$, p = .001). Fourth, participants were not more likely to amplify for advantage than for disadvantage ($t[198] = 1.44$, p = .150). Furthermore, we found that the individual **magnitude of adjustment** is slightly higher for disadvantage (M = 1.32, SD = .95) than for advantage (M = 1.06, SD = .96, $t[198] = 1.87$, p = .063). Also, this effect was not significant when examining only the people who adjusted ($t[150]$ = .10, p = .921), as well as for those who compensated ($t[138] = .131$, p = .896). and conditional on amplifying ($t[10] = 0.00$, p = 1.0).
    - Talent: We first found that participants adjusted their perception on talent in different directions for disadvantage and advantage. For disadvantage, the majority adjusted positively (52.34%) or did not adjust (42.06%), whereas for

advantage, the majority did not adjust (49.46%) or adjusted negatively (37.63%, $X^2[2, 200] = 48.25$, $p < .001$). Second, we found no significant difference on whether participants are more or less likely to adjust ($t[198] = 1.05$, $p = .296$). Third, we found participants were particularly more likely to compensate on their choice for disadvantage (i.e., adjust positively) ($M = .52$, $SD = .50$) than for advantage (i.e., adjust negatively) ($M = .38$, $SD = .49$, $t[198] = 2.09$, $p = .037$). Fourth, participants were slightly more likely to amplify for advantage ($M = .13$, $SD = .34$) versus disadvantage ($M = .06$, $SD = .23$, $t[198] = 1.80$, $p = .072$). Furthermore, we found that the **magnitude of adjustment** is no different for disadvantage versus advantage ($t[198] = 1.58$, $p = .115$). Also, this effect was not significant when examining only the people who adjusted ($t[107] = 1.24$, $p = .218$), as well as for those who compensated ($t[89] = 1.41$, $p = .163$) and conditional on amplifying ($t[16] = .71$, $p = .486$).

SM3. Stimuli used in Experiments

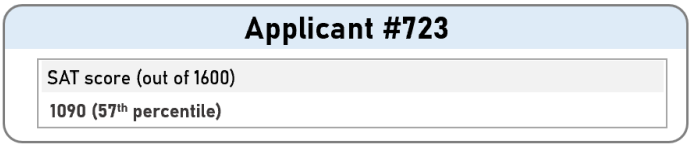
SAT high vs low Only

Used in Experiment A.



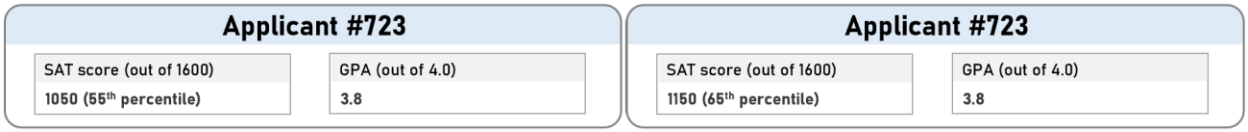
SAT Only

Used in Experiments C, G, H, K, L, and F.



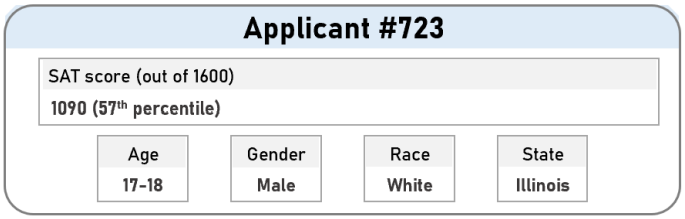
SAT and GPA

Used in Experiments B, I, and J.



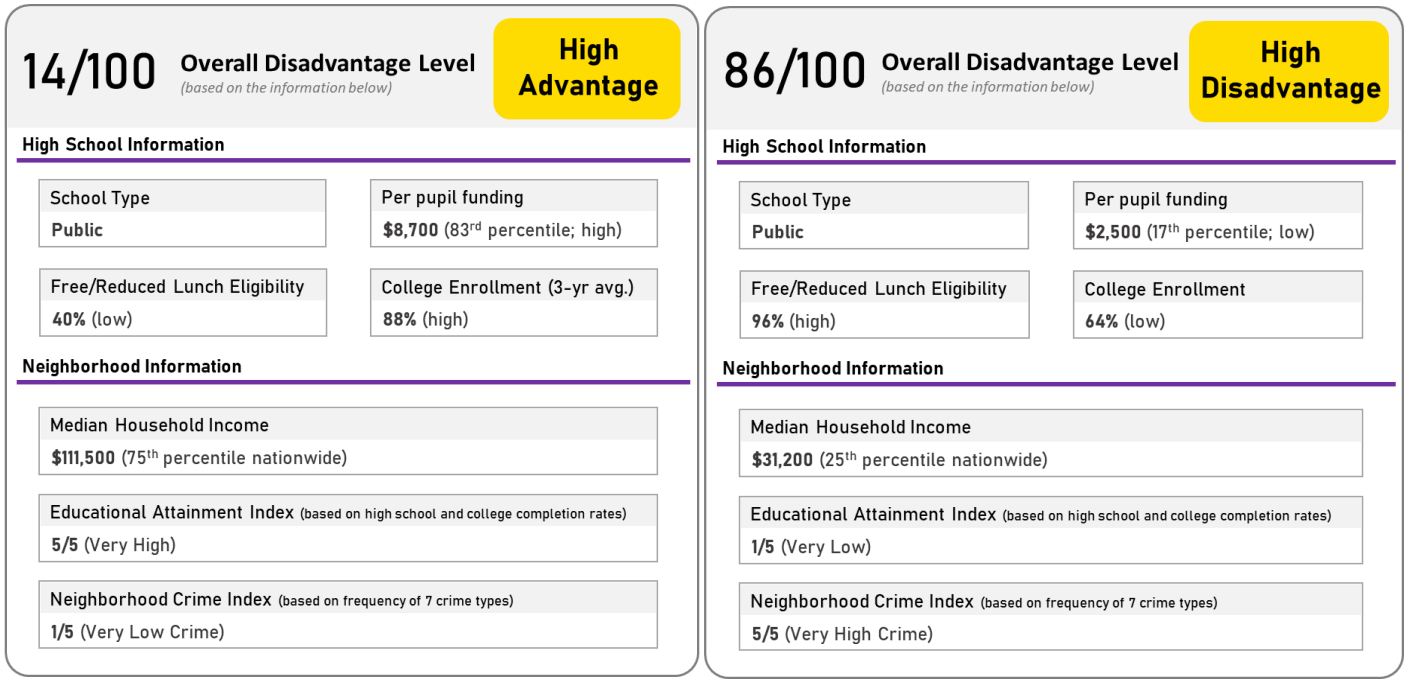
SAT and Demographics

Used in Experiment D and F.



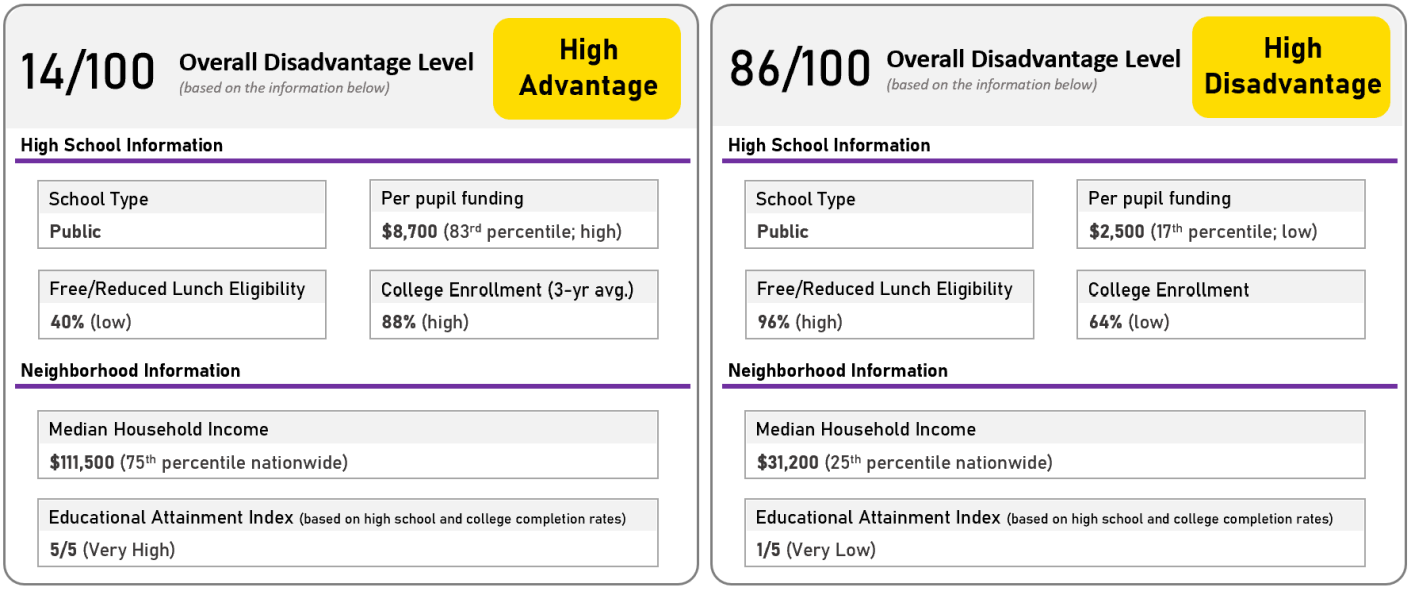
Full Table

Used in Experiments A, B, C, D, F, H, and J.



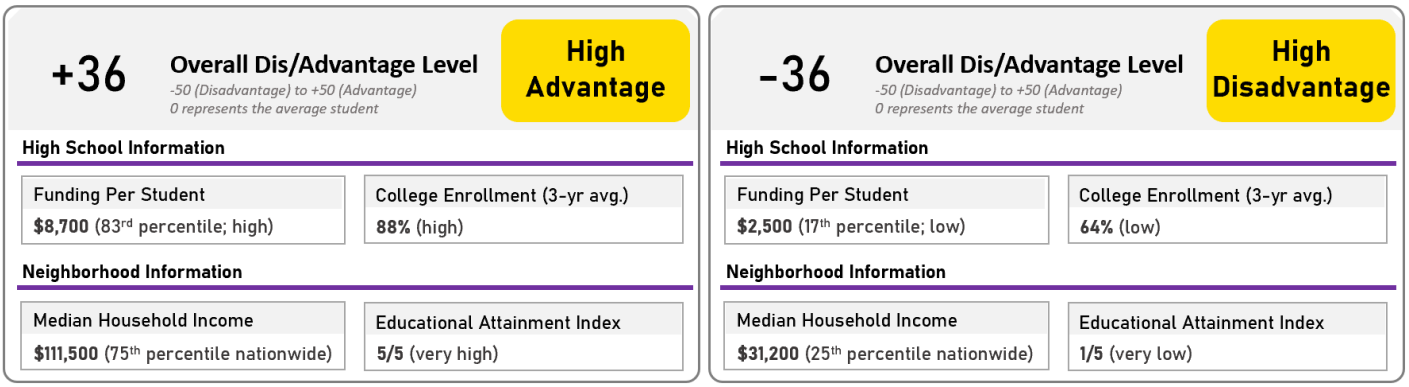
Full Table, minus Crime

Used in Experiment L.



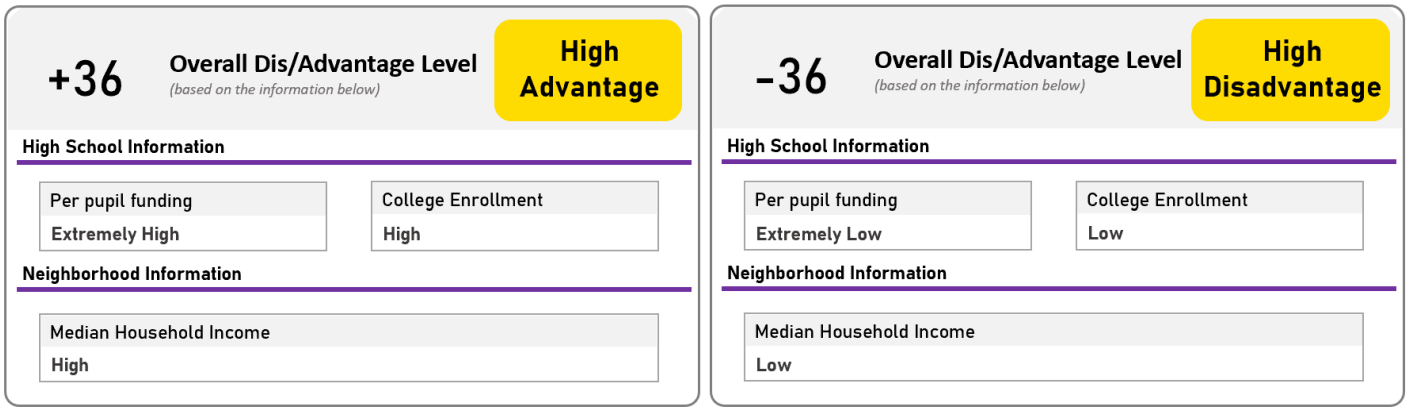
Shortened Table, Detailed

Used in Experiments E and K.



Shortened Table, Non-Detailed

Used in Experiment G.



Disadvantage, High vs Low

Used in Experiment I