Overconfidence in a multiple-choice test and its relationship to achievement.

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AB 43 university students completed a multiple-choice test consisting of 32 questions with 4 alternative answers each. Ss' confidence in the correctness of their chosen responses was assessed by their self-rating on a scale of 0 to 100 the degree of confidence for the answer chosen. Ss' scores were the number of correct answers and the average confidence level across questions. Overconfident Ss received significantly lower grades as compared with Ss who were not overconfident. The cognitive mechanisms that may be responsible for the influence of overconfidence on performance in multiple-choice tests are discussed.