Supplemental Table S1: Number of consistent vs. inconsistent participants (using language-specific optimal cutoff) for self-identified synesthetes and non-synesthetes.

German	Synesthete	Non-Synesthete
Consistent	72	4
Inconsistent	26	45

English	Synesthete	Non-Synesthete
Consistent	43	15
Inconsistent	14	32

Spanish	Synesthete	Non-Synesthete
Consistent	29	20
Inconsistent	5	31

Georgian	Synesthete	Non-Synesthete
Consistent	41	8
Inconsistent	18	27

Dutch	Synesthete	Non-Synesthete
Consistent	96	5
Inconsistent	13	32

Russian	Synesthete	Non-Synesthete
Consistent	45	2
Inconsistent	3	10

Note: For each language, crosstabs of number of participants who self-identify as synesthete vs. non-synesthete (columns) and who are below or above the language-specific optimal consistency cutoff score (rows). Color coding indicates how typical studies that use consistency testing would classify the participant: participants in blue cells are typically classified as non-synesthetes, participants in orange cells are typically classified as synesthetes, and participants in grey cells are typically excluded.

Supplemental Table S2: Number of consistent vs. inconsistent participants (using 135.3 cutoff from Rothen et al., 2013) for self-identified synesthetes and non-synesthetes.

German	Synesthete	Non-Synesthete
Consistent	81	12
Inconsistent	17	37

English	Synesthete	Non-Synesthete
Consistent	34	13
Inconsistent	23	34

Spanish	Synesthete	Non-Synesthete
Consistent	21	16
Inconsistent	13	35

Georgian	Synesthete	Non-Synesthete
Consistent	44	12
Inconsistent	15	23

Dutch	Synesthete	Non-Synesthete
Consistent	94	4
Inconsistent	15	33

Russian	Synesthete	Non-Synesthete
Consistent	47	2
Inconsistent	1	10

Note: For each language, crosstabs of number of participants who self-identify as synesthete vs. non-synesthete (columns) and who are below or above the Rothen et al. (2013) consistency cutoff score of 135.3 (rows). Color coding indicates how typical studies that use consistency testing would classify the participant: participants in blue cells are typically classified as non-synesthetes, participants in orange cells are typically classified as synesthetes, and participants in grey cells are typically excluded.

Educational Attainment

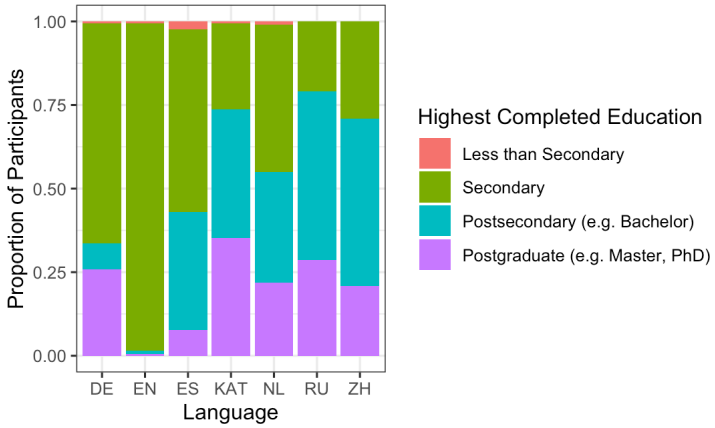
In one question in the demographics questionnaire, participants indicated the highest level of education they had attained. As education systems differ between countries, the raw answer options are not necessarily aligned across language. To control for educational attainment across language, we recoded educational attainment into four categories representing the highest level of education reached by the participant: (1) less than secondary education, (2) completed secondary education, (3) completed postsecondary degree, and (4) completed postgraduate degree. The recoding categories are depicted in Supplementary Table S3; the proportion of participants in each category in each language are depicted in Supplementary Figure S1.

Supplementary Table S3: Recoding of Educational Attainment

DE	EN	ES	KAT	NL	RU	ZH
Grundschule	Elementary or middle school	Primaria o Secundaria	დაწყებითი კლასები	Basisschool	Начальное или неоконченное среднее	小学或初中
Hauptschule	Some high school	Algunos estudios secundarios	სკოლის რამდენიმე წელი	Praktijkonderwijs diploma	Средняя школа	高中辍学
Realschule	High school graduate (diploma or GED)	Secundaria o Bachillerato	სკოლის ატესტატი	VMBO (voorbereidend middelbaar beroepsonderwijs) diploma	Среднее профессиональное (училище)	高中毕业（高中文凭或成人自考）
Gymnasium	Some college	Algunos estudios universitarios	ბაკალავრიატის რამდენიმე წელი	HAVO (hoger algemeen voortgezet onderwijs)	Неоконченное высшее	大学辍学
Bachelor	Bachelor's degree in 4-year college	Grado universitario	4-წლიანი საბაკალავრო პროგრამის დიპლომი	VWO (voorbereidend wetenschappelijk onderwijs diploma)	Бакалавр (4 года обучения)	二本及以上大学的学士学位
Master	Master's degree	Máster universitario/ Licenciatura	მაგისტრის ხარისხი	Diploma middelbaar beroeps onderwijs	Специалитет (5 лет обучения)	硕士学位
Diplom	Doctoral or professional degree (PhD, JD, MD, etc.)	Doctorado	სადოქტორო ან პროფესიული ხარისხი (PhD, JD, MD, და ა.შ.)	Diploma hoger beroeps onderwijs	Магистр (6 лет обучения)	博士或专业学位 (例如，医学博士)
Doktor				Diploma Bachelor opleiding Universiteit/propedeuse	Аспирантура (без степени)	
				Diploma Master opleiding Universiteit/doctorandus	Аспирантура и степень кандидата наук	
				PhD/specialisatie met master als ingangseis/Gepromoveerd	Доктор наук	

Note: Educational attainment categories from the demographic questionnaire, recoded as less than secondary, secondary, postsecondary degree, and postgraduate degree.

Supplementary Figure S1: Educational Attainment by Language



Note: The percentage of the sample whose highest educational level is less than secondary, secondary, postsecondary degree, and postgraduate degree, respectively.

In the main manuscript, we report that the optimal cutoff differs between language even after controlling for educational attainment. For this analysis, educational attainment is coded as a categorical variable with four levels (as described above and in Table 1 of the manuscript). To ensure that this was not an artifact of reducing the granularity of our educational attainment data, we ran an additional analysis in which we instead used the raw educational attainment values (thus keeping the original educational attainment categories in each language intact) and added a random slope term to capture cross-language variability in the number and position of educational attainment categories. This choice of operationalization did not influence the results; when coding educational attainment as a continuous variable there was still a highly significant language by consistency interaction (LRT, $\chi^2(5) = 22.50, p < 0.001$), confirming that educational attainment did not confound our main result: the optimal cutoff score differs by language.