

Correction

Regretfully, there were errors in the table on p. 42 in NOMAD No. 2, 2005. The correct table is shown below. It is also possible to retrieve the whole page 42 from the website, <http://ncm.gu.se/nomad>, as a pdf-file.

Table 2. *Components related to views about assessment*

Item	Item description	Loading
Component 1:		
<i>A socio-constructivist orientation to mathematics assessment</i>		
5	TOOMAI*: Students undertaking an extended mathematical activity	.643
7	TOOMAI: Students posing their own problems	.642
8	TOOMAI: Students undertaking open-ended mathematical activities	.607
10	TOOMAI: Developing students' report writing skills	.592
12	TOOMAI: The encouragement of student participation via properly designed activities	.560
14	TOOMAI: Presenting problems spanning a range of content areas in mathematics	.391
4	TOOMAI: The regular completion of student mathematical journals	.334
Component 2:		
<i>A problem solving orientation to mathematics assessment</i>		
16	TOOMAI: The use of different mathematical skills in combination	.725
3	TOOMAI: Teaching problem solving skills	.661
13	TOOMAI: Students developing investigating skills	.645
11	TOOMAI: Presenting problems, which require a range of problem solving techniques	.597
19	TOOMAI: The application of mathematics to real world contexts	.457
Component 3:		
<i>An accountability orientation to mathematics assessment</i>		
18	TOOMAI: To succeed in university entrance exams	.753
17	TOOMAI: To assess students' work and to verify if they should be promoted to the next grade	.653
1	TOOMAI: To provide students and parents with feedback on progress being made	.535
2	TOOMAI: Using problems specific to the topic being taught	.448

Note: * TOOMAI means: The Objective of Mathematics Assessment Is

