

## **CORRIGENDUM**

**Prof. Elizabeth Henning and Prof. Annemarie Fritz-Stratmann**

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Author Graham Dampier published an article in the above issue of the *South African Journal of Education*. The article, with the title "The Need for Invariant Assessments in South African Education", is based on data collected within the South African MARKO-D project in 2011/2012. This research is on-going.

Even though the article covers interesting issues, we need to emphasise that it is too early to draw any project conclusions, because the article is only based on very preliminary, pilot-testing data, assembled from results of different versions of the test. Therefore it has to be read as an article covering methodological topics which are, in principal, worthwhile topics for discussion. However, valid conclusions for the project have to wait for further analyses with the final data set of 2013–2015, when large numbers of children will have been tested with the most recent version of the South African MARKO-D test in four South African languages (Publisher: Hogrefe Verlag in Germany).

We have addressed the issue with the author, who, in principle, at the time of submission, did not act in contravention of the rules of conduct in the Centre for Education Practice Research at the University of Johannesburg.