

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

The three components represent three apparently differing beliefs about mathematics assessment. The three components loaded on each of the following items respectively:

Item 5: The objective of mathematics assessment is: Students undertaking an extended mathematical activity

Item 16: The objective of mathematics assessment is: The use of different mathematical skills in combination