ERRATUM



Erratum to: Change in test-taking motivation and its relationship to test performance in low-stakes assessments

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In the original version of this article, there is a typographical error in the acknowledgements section. The name should be "Sara J. Finney" and not "Sara J. Fin ney". Also, in the Appendix section, the columns in Table 5 were switched. Kindly see below correct Table 5. The original article was corrected.

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Correlations	beta	(SE)	
Effort intercept with effort slope	-0.23*	(0.00)	
Probability of success intercept with probability of success slope	0.03	(0.00)	
Importance intercept with importance slope	-0.08*	(0.00)	
Importance intercept with probability of success intercept	-0.02	(0.00)	
Importance slope with probability of success slope	0.34*	(0.00)	
Effort intercept with self-concept in mathematics	0.05	(0.01)	
Effort slope with self-concept in mathematics	-0.03	(0.00)	
Importance intercept with self-concept in mathematics	0.09*	(0.01)	
Importance slope with self-concept in mathematics	-0.01	(0.00)	
Indirect effects	Ь	(SE)	beta
Performance on importance intercept via effort intercept	0.25*	(0.03)	0.13
Performance on importance slope via effort slope	0.10	(0.13)	0.02
Performance on probability of success intercept via effort intercept	0.10*	(0.01)	0.03
Performance on probability of success slope via effort slope	0.04	(0.05)	0.01
Non-significant effects	b	(SE)	beta
Performance on importance intercept	-0.09	(0.04)	-0.05
Performance on importance slope	0.06	(0.18)	0.01
Performance on effort slope	0.16	(0.20)	0.03
Probability of success slope on self-concept in mathematics	0.00	(0.01)	-0.02

 Table 5
 Correlations of the growth parameters for effort, importance, probability of success, and self-concept in mathematics: the indirect effects and non-significant effects for model 2

b unstandardized regression coefficient, SE standard error, beta standardized regression coefficient *p < .001