




Correction to: How Do New Zealand Teachers Assess Children's Oral Language and Literacy Skills at School Entry?

Tracy A. Cameron¹ · Jane L. D. Carroll¹ · Mele Taumoepeau¹ · Elizabeth Schaughency¹ 

Published online: 1 April 2019
© New Zealand Association for Research in Education 2019

Correction to: New Zealand Journal of Educational Studies <https://doi.org/10.1007/s40841-019-00133-4>

The text is captured in Table 2 footnote instead of separate paragraph and update is approved for section heading.

1. What appeared [or “appears” if uncorrected] as the table note to Table 2 was the final paragraph of text prior to the subheading, “Oral Language and Emergent Literacy - Commonly Used Tools”.
2. In the Results section, the subheading for the introduction to Table 7 was reformatted to two subheadings. The subheading should read as one subheading, “Respondents’ Preferred Format for Assessments”.

The subheading ‘Respondents’ preferred format for assessments’ (mid p. 12 of submitted manuscript) was changed to: Respondents’ Preferred Format for Assessments.

Publisher’s Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

The original article can be found online at <https://doi.org/10.1007/s40841-019-00133-4>.

✉ Elizabeth Schaughency
schaughe@psy.otago.ac.nz

¹ Department of Psychology, University of Otago, Dunedin 9054, New Zealand