ERRATA:
Tables 1 and 3 from the paper by J. Tarr and G. Jones, which was published in May, 1997 in the *Mathematics Education Research Journal, 9*(1), 39–59, have been reproduced here with the additional headings Level 3 and Level 4 which were omitted in *MERJ 9*(1).

Table 1
Initial Framework for Assessing Middle School Students' Thinking in Conditional Probability and Independence

	LEVEL 1 (Subjective)	**LEVEL 2** (Transitional)
CONDITIONAL PROBABILITY	•Recognises when "certain" and "impossible" events arise in replacement and non-replacement situations. •Generally uses subjective reasoning in considering the conditional probability of any event in a "with" or "without" replacement situation.	•Recognises that the probabilities of *some* events change in a "without replacement" situation. Recognition is incomplete, however, and is usually confined to events that have previously occurred. •May revert to subjective judgments or use inappropriate quantitative measures.
INDEPENDENCE	•Unaware that two events may or may not influence each other. •Holds a pervasive belief that they can control the outcome of an event. •Uses subjective reasoning which precludes any meaningful focus on the independence or dependence of events.	•Shows some recognition as to whether consecutive events are related or unrelated. •Frequently uses a "representativeness" strategy, either a positive or negative recency orientation. •May also revert to subjective reasoning.
	LEVEL 3 (Informal Quantitative)	**LEVEL 4** (Numerical)
CONDITIONAL PROBABILITY	•Keeps track of the complete composition of the sample space in judging the relatedness of two events in both "with" and "without" replacement situations. •Recognises that the probabilities of all events change in a "without replacement" situation, and that none change in a "with replacement" situation. •Can quantify, albeit imprecisely, changing probabilities in a "without replacement" situation.	•Assigns numerical probabilities in "with" and "without" replacement situations. •Uses numerical reasoning to compare the probabilities of events before and after each trial in "with" and "without" replacement situations.
INDEPENDENCE	•Recognises when the outcome of the first event does or does not influence the outcome of the second event. In "with replacement" situations, sees the sample space as restored. •Can differentiate, albeit imprecisely, independent and dependent events in "with" and "without" replacement situations. •May revert to the use of a representativeness strategy.	•Distinguishes dependent and independent events in "with" and "without" replacement situations, using numerical probabilities to justify their reasoning.

Table 3
Refined Framework for Assessing Middle School Students' Thinking in Conditional Probability and Independence

	LEVEL 1 (Subjective)	LEVEL 2 (Transitional)
CONDITIONAL PROBABILITY	•Recognises when "certain" and "impossible" events arise in replacement and non-replacement situations. •Generally uses subjective reasoning in considering the conditional probability of any event in a "with" or "without" replacement situation. •*Ignores given numerical information in formulating predictions.*	•Recognises that the probabilities of *some* events change in a "without replacement" situation. Recognition is incomplete, however, and is usually confined to events that have previously occurred. •*Inappropriate use of numbers in determining conditional probabilities. For example, when the sample space contains two outcomes, always assumes that the two outcomes are equally likely.* •*Representativeness acts as a confounding effect when making decisions about conditional probability.* •May revert to subjective judgments.
INDEPENDENCE	•*Predisposition to consider that consecutive events are always related.* •Pervasive belief that they can control the outcome of an event. •Uses subjective reasoning which precludes any meaningful focus on the independence. •*Exhibits unwarranted confidence in predicting successive outcomes.*	•Shows some recognition as to whether consecutive events are related or unrelated. •Frequently uses a "representativeness" strategy, either a positive or negative recency orientation. •May also revert to subjective reasoning.
	LEVEL 3 (Informal Quantitative)	**LEVEL 4** (Numerical)
CONDITIONAL PROBABILITY	•Recognises that the probabilities of all events change in a "without replacement" situation, and that none change in a "with replacement" situation. •Keeps track of the complete composition of the sample space in judging the relatedness of two events in both "with" and "without" replacement situations. •Can quantify, albeit imprecisely, changing probabilities in a "without replacement" situation.	•Assigns numerical probabilities in "with" and "without" replacement situations. •Uses numerical reasoning to compare the probabilities of events before and after each trial in "with" and "without" replacement situations. •*States the necessary conditions under which two events are related.*
INDEPENDENCE	•Recognises when the outcome of the first event does or does not influence the outcome of the second event. In "with replacement" situations, sees the sample space as restored. •Can differentiate, albeit imprecisely, independent and dependent events in "with" and "without" replacement situations. •May revert to the use of a representativeness strategy.	•Distinguishes dependent and independent events in "with" and "without" replacement situations, using numerical probabilities to justify their reasoning. •*Observes outcomes of successive trials but rejects a representativeness strategy.* •*Reluctance or refusal to predict outcomes when events are equally likely.*