Title: Reading gaps and complications of scientific studies of learning.
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Strand of work: Theoretical/Integrative

Abstract:
This report examines relationships between persistent patterns in the achievement gap in reading based on NAEP data and data on federal policies impacting times when the gap has lessened, including historical variations in rates of growth by race/ethnicity comparing growth in math versus reading. The report goes on to argue that differences in overall growth and racial/ethnic disparities within each domain can be explained in part by differences in each domain’s articulation of what students need to know and be able to do.

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