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The NewGAP assesses reading comprehension by means of the Cloze technique, which involves omitting simple, common words within sentences in several short passages, and asking students to insert the best-fitting word. This method allows an assessment of expressive language since students must generate words that fit a specific context. The test was standardized on students in grades 2-5. It also is useful for pre- and post-testing with older students in remedial programs.

In this volume prominent scholars, experts in their respective fields and highly skilled in the research they conduct, address educational and reading research from varied perspectives and address what it will take to close the achievement gap—with specific attention to reading. The achievement gap is redefined as a level at which all groups can compete economically in our society and have the literacy tools and habits needed for a good life. Bringing valuable theoretical frameworks and in-depth analytical approaches to interpretation of data, the contributors examine factors that contribute to student achievement inside the school but which are also heavily influenced by out-of-school factors—such as poverty and economics, ethnicity and culture, family and community stratifications, and approaches to measurement of achievement. These out-of-school factors present possibilities for new policies and practice. The overarching theme is that achievement gaps in reading are complex and that multiple perspectives are necessary to address the problem. The breadth and depth of perspectives and content in this volume and its conceptualization of the achievement gap are a significant contribution to the field.

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