<https://www.nytimes.com/interactive/2024/01/31/us/pandemic-learning-loss-recovery.html?searchResultPosition=2>

For this assignment, rather than one specific visualization I chose an article in which I feel they strategically employed several interactive visualizations placed to tell a story. The specific story is a hopeful one -- students are academically recovering from COVID-19 school closures. Well in all but one state, except spoiler alert, Oregon.

The New York Times article focuses specifically on the changes in math scores across the county from 2019 to 2023. While the article includes a dozen visualizations, I am going to focus on the ones that I felt best conveyed the point of the authors.

Starting with the initial visualization. Before the title, author information, or article there is 2 sentences of type accompanied by an interactive visualization. I appreciate how simple the first stage of the visualization is, it is very readable with a clear title and axis labels. While progressing done the stage an additional trend line is added with an accompanying, this makes the intention of the visualization very clear. The placement of this graphic sets a clear expectation and context for the following article.

The visualization titled *Math scores in 2019, 2022 and 2023* also stood out to me as being especially well done. The stylistic choice to use the arrow and color direction is effective. This design choice was successful in conveying several interesting factors into one easy-to-understand plot. I also appreciate the use of multiple case study visualizations at the end.

Overall, the color of the visualizations remains the same throughout the entirety of the article. This helps not only with aesthetic cohesion it also makes the graphics more easily interpretable. The ink burden also is limited, chart lines and labels are finite and the words that are present are concise. Each visualization is accompanied by an action title, and it is easy to understand the message the authors are trying to convey.

One area I feel could be improved is the graphic titled *Change in math scores, 2019 to 2023, by district.* The choice of arrows and thickness of line could have been reduced and less ink used. The over-imposed observations limit the interpretability of points and diminish the contract of the colors. The abundance of titles and labels also distracts from the overall message and is difficult to interpret. I would recommend condensing the first two graphs into one visualization and comparing districts that experience any length of losses to those without for ease of understanding.