Correction to: The Gender Similarities Hypothesis: Insights From A Multilevel Analysis of High-Stakes Examination Results in Mathematics

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In the version of this article originally published, several words that are needed for adequate interpretation of the text in the second sentence of the third paragraph under the Limitations and Future Directions section are missing.

Specifically, the sentence should read as follows: However, there is scope to classify the various items on the assessment units into cognitive domains (e.g., knowledge, application, reasoning, problem-solving) rather than content domains, to facilitate an analysis of gender differentials in cognitive domain-specific achievement.

The original article has been corrected.

The original article can be found online at <https://doi.org/10.1007/s11199-021-01234-5>.

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