Standard Cloze Passage Test

**Step ONE** - Select a passage of about 300 words from a selection of a known difficulty level.

**Step TWO** - Copy the first sentence with no deletions

**Step THREE** - Select a word at random in the second sentence. Delete this word and every fifth word thereafter until 50 words have been deleted.

**Step FOUR** - Finish the sentence containing the 50th blank, and copy the next sentence with no deletions.

*The blanks should be typed with typed lines at least 5 spaces long, and numbered 1 to 50. Students record their responses on numbered sheets.

Administration - Tell the students that this will be difficult, but that 60% accuracy is good.

Scoring - Count the number of actual words filled in correctly. Do not count synonyms. Multiply this number by 2 (since there are 50 items) to get the percent correct.

Interpreting - A score of 60% indicates that the material is within the child’s independent reading level. Scores between 40% and 60% indicate that the material is within the child’s instructional level. Scores below 40% tend to indicate that the material is in the child’s frustration level.
**Cloze Procedure**
Inferential Cloze Training Technique

**Step ONE** - Begin with a cloze passage with 5 to 25 words deleted - every fifth to nine word, depending on the level of difficulty you wish for the pupil to encounter.

**Step TWO** - Pre-teach students essential vocabulary from the passage.

**Step THREE** - Beginning first with one sentence and increasing progressively to paragraphs, demonstrate to students, by sample talk-throughs, how to infer a correct word replacement by using semantic clues, syntactic clues, and background knowledge.

**Step FOUR** - During the talk through, try to use these self-monitoring guidelines:
   a. Does the replacement make sense?
   b. Does the replacement cause the sentence to make sense?
   c. Does the replacement combine prior knowledge with clues in the passage?
   d. Is there a forward clue in the same sentence paragraph, or passage?
   e. Is there a backward clue in the same sentence, paragraph, or passage?
   f. Did the clue cause you to change your replacement?

**Step FIVE** - The teacher expresses him or herself by explaining why a certain replacement seems correct, and then helps the student do the same thing by asking the student questions that aid in inferring why certain replacements are more correct than others.

**Step SIX** - The teacher asks the students to read a second intact sentence, paragraph, or passage.

**Step SEVEN** - The teacher checks overall comprehension with typical main idea, detail, and inferential questions.