*A RECIPE FOR CLOZE TESTING*

1. **Constructing the Cloze Test**
2. **Select the Passage.** From the text book, select a passage of approximately three hundred words of continuous text. The passage should be representative of the readability level of the entire \_\_\_\_\_\_\_.

The material must not have been previously read by **\_\_\_\_\_\_\_\_\_**students . Complete paragraphs should \_\_\_\_\_\_\_\_\_used.

1. **Identify words to \_\_\_\_\_\_\_\_\_\_deleted.**  Approximately 25 words \_\_\_\_\_\_\_\_\_\_ be left intact as \_\_\_\_\_\_\_lead in to the \_\_\_\_\_\_\_\_\_\_\_\_. Lightly underline every fifth \_\_\_\_\_\_\_\_\_\_\_ until the 5o words have \_\_\_\_\_\_\_\_\_\_\_\_ selected. These words will \_\_\_\_\_\_\_\_\_\_\_\_\_ the missing words to \_\_\_\_\_\_\_\_\_\_ supplied by the students. \_\_\_\_\_\_\_\_\_\_\_\_ remaining after the fift*i*eth *\_\_\_\_\_\_\_\_\_\_\_\_\_*should be left intact.
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a master.** Type the \_\_\_\_\_\_\_\_\_\_\_\_ substituting blanks for words \_\_\_\_\_\_\_\_\_\_\_\_\_ underlined. Care should be \_\_\_\_\_\_\_\_ to make all blanks \_\_\_\_\_\_\_\_\_\_\_ equal length.
3. **Administering the Cloze.**

Duplicate the \_\_\_\_\_\_\_\_\_ and distribute one copy \_\_\_\_\_\_\_ each student. Emphasize the \_\_\_\_\_\_\_\_\_\_\_\_ oral directions to your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Supply only one word \_\_\_\_\_\_ each blank.
2. Encourage guessing \_\_\_\_\_\_\_\_students should attempt to\_\_\_\_\_\_\_\_\_\_\_\_ blanks.
3. Misspellings will \_\_\_\_\_\_\_\_\_marked as correct as \_\_\_\_\_\_\_\_\_\_ as they are recognizable.
4. \_\_\_\_\_\_\_\_\_\_\_cloze will not be \_\_\_\_\_\_\_\_\_\_\_\_\_
5. Before beginning, silently read \_\_\_\_\_\_\_\_\_\_ the entire test. I \_\_\_\_\_\_\_\_\_ then read it aloud \_\_\_\_\_\_\_\_\_\_\_\_ you begin.

1. **Scoring the Cloze Test**

Determine each \_\_\_\_\_\_\_\_\_\_\_\_ raw score in the\_\_\_\_\_\_\_\_\_\_\_\_\_\_ manner:

1. Count only exact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as correct. Synonyms are \_\_\_\_\_\_\_\_\_\_\_.
2. Misspellings are the only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the rule. Do \_\_\_\_\_\_\_\_\_\_\_penalize the student for \_\_\_\_\_\_\_\_\_\_\_\_errors.
3. Inappropriate word endings \_\_\_\_\_\_\_\_\_\_\_\_ incorrect.
4. The raw score \_\_\_\_\_\_\_\_\_\_\_\_ be the number of \_\_\_\_\_\_\_\_\_\_\_\_ replacements for each student.
5. **Classifying Student Performance:**

**\_\_\_\_\_\_\_\_\_**has generally been found\_\_\_\_\_\_\_\_\_\_\_\_ students who score between \_\_\_\_\_\_\_\_\_and sixty percent would \_\_\_\_\_\_\_\_\_\_\_\_\_from the use of that \_\_\_\_\_\_\_\_\_\_\_\_\_. Students scoring at this \_\_\_\_\_\_\_\_\_\_\_\_ are said to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at their instructional rading level. The textbook might be too difficult for thise students scoring below forty percent. It may be too easy for those scoring above sixty percent.