



## THE CLOZE PROCEDURE

### PURPOSE OF THE STRATEGY:

Originated by Taylor (1953), a Cloze passage contains systematically deleted words. The Cloze procedure is used to (1) determine what students already know about a given topic and (2) to assess the suitability of a new text for students by testing their prior knowledge and language competence as they attempt to fill in the deletions.

#### STEP 1 - SELECTION

Select a passage of approximately 250 words from a text that students have not previously read. Leave a lead-in of about 25 words. For middle/high school students, underline every fifth (5th) word until you have arrived at a total of 50 words. These words constitute the missing words that the student must supply. Leave the sentences after the 50th deletion intact.

#### STEP 2 - CONSTRUCTION

Type the 250 word selection in a double-spaced format. Leave a blank for every underlined word. Make certain that all the blanks are the same length (8-10 spaces = \_\_\_\_\_). Create an answer key of the exact replacement for the 50 missing words.

#### STEP 3 - ADMINISTRATION

Give your students written directions. Emphasize the fact that this is not a timed test, but a way for you to determine their background knowledge of the topic. Explain that they are to first read the entire passage and then attempt to fill each blank with a word that they think the author might have used. Allow them to take as long as they need to complete the task.

#### STEP 4 - SCORING

To score the Cloze passage, count only exact replacements. Do not count synonyms as correct. Do not penalize spelling errors. The raw score is the number of words that are correct. Double this number to find the percentage. I.e., If there are 35 correct replacements,  $35 \times 2 = 70\%$ .

Cloze Scores:

Material is too easy	Independent Level	60% and above
Material is about right	Instructional Level	40-60%
Material is too difficult	Frustration Level	under 40%

