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.

Using the Cloze Procedure

Administration

Duplicate the cloze passage and distribute one blank copy to each student.

Emphasize the following oral directions to your students:
1. Supply only one word for each blank
2. Guessing is encouraged -- you should attempt to fill all blanks.
3. Misspellings will be scored as correct as long as they are recognizable.
4. The Cloze test will not be timed.
5. Before beginning, silently read through the entire text. I will then read it aloud to you before you begin.

Scoring

Determine each student’s raw score in the following manner:
• Count only exact replacements as correct. Synonyms are not correct.
• Misspellings are the only exception to the above rule. Do not penalize the students for spelling mistakes.
• Inappropriate word endings are incorrect. The raw score will be the number of correct answers for each student.

To find a percentage double the raw score (i.e. if there are 35 correct replacements, 35 x 2 = 70%). Interpret results according to the following chart.

<table>
<thead>
<tr>
<th>Interpretation of Cloze percentage scores</th>
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<tr>
<td>60% and above</td>
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<td>Independent Level (Material is too easy)</td>
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Affleck, BYU, 2010
So here I am, sitting off by myself in our private section of a jet on the way to Chicago, trying to get used to thinking aloud, and to the sound of my own voice. I suppose the typist can get rid of all the uhms, er’s and ah’s, and make it all seem natural on paper (I can’t help the paralysis that comes over me when I think hundreds of people are going to listen to the words I’m saying now).

My mind is a blank. At this point my feelings are more important than anything else.

The idea of going up in the air terrifies me.

As far as I can tell, in the days before the operation, I never really understood what planes were. I never connected the movies and TV close-ups of planes with the things I saw zooming overhead. Now that we’re about to take off I can think only of what might happen if we crash. A cold feeling, and the thought that I don’t want to die. Brings to mind those discussions about God.

I’ve thought about death often in recent weeks, not but really about God. My mother took me to church occasionally -- but I don’t recall ever connecting that up with the thought of God. She mentioned Him quite often, and I had to pray to Him at night, but I never thought much about it. I remember Him as a distant uncle with a long beard on a throne (like Santa Claus in the department store on his big chair, who picks you up on his knee and asks you if you’ve been good, and what would you like him to give you?). She was afraid of Him, but asked favors anyway. My father never
mentioned Him -- it was as if God was one of Rose’s relatives he’d rather not get involved with.
So here I am, sitting off by myself in our private section of a jet on the way to Chicago, trying to get used to thinking aloud, and to the sound __________ my own voice. I __________ the typist can get __________ of all the uhm’s, __________ and ah’s, and make __________ all seem natural on __________ (I can’t help the __________ that comes over me __________ I think hundreds of __________ are going to listen __________ the words I’m saying __________ ).

My mind is a __________ . At this point my __________ are more important than __________ else.

The idea of __________ up in the air __________ me.

As far as __________ can tell, in the __________ before the operation, I __________ really understood what planes __________ . I never connected the __________ and TV close-ups of __________ with the things I __________ zooming overhead. Now that __________ about to take off __________ can think only of __________ might happen if we __________ . A cold feeling, and __________ thought that I don’t __________ to die. Brings to __________ those discussions about God.

__________ thought about death often __________ recent weeks, not but __________ about God. My mother __________ me to church occasionally -- __________ I don’t recall ever __________ that up with the __________ of God. She
mentioned ________ quite often, and I ________ to pray to Him ________ night, but I never ________ much about it. I ________ Him as a distant ________ with a long beard ________ a throne (like Santa ________ in the department store ________ his big chair, who ________ you up on his ________ and asks you if ________ been good, and what ________ you like him to ________ you?). She was afraid of Him, but asked favors anyway. My father never mentioned Him -- it was as if God was one of Rose’s relatives he’d rather not get involved with.