

The Cloze Procedure

Running Out of Time, Margaret Peterson Haddix, New York, NY, Aladdin Paperbacks, 1999.

Purpose of the Strategy:

A cloze procedure passage includes systematically deleted words. It is used to:

- 1) Determine what the students already know about a given topic.
- 2) Assess the students for language competence using a text that you want the class to study.

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) Guess is encouraged—you should attempt to fill all blanks.
- 3) Misspellings will be scored as correct as long as they are recognizable.
- 4) The test will not be timed.
- 5) Before beginning, read silently through the entire text, and then I will read it aloud once.

SCORING

Determine each student's raw score in the following manner:

- Count only exact replacements as correct. Synonyms are incorrect.
- Misspellings are the only exception to the above rule. Do not penalize the student 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 (ex. If there are 35 correct replacements, $35 \times 2 = 70\%$). Use the chart below to interpret results.

60% and above	40-60%	40% and below
Independent level (Material is too easy)	Instructional Level (Material is about right)	Frustration Level (Material is too difficult)

Running Out of Time Cloze Procedure Key

(Excerpt from Pages 40-41)

“Remembering Ma’s warning about the guards, Jessie pushed the door open slowly. When the crack between the door and the wall was wide enough, she peeked out.

The door led to a long, dimly lit corridor. No one was in sight, so Jessie stepped out and shut the door.

The floor of the corridor was smooth and shiny, with a pattern of alternating black and white squares. They glistened even in the dim light. To think: This had been down here the whole time Jessie lived in Clifton! Jessie had never seen a floor that wasn’t wood or dirt, so she bent down and felt it. She loved it—until she began walking. Her boots clattered so loudly she had to tiptoe.

The lights in the corridor didn’t flicker at all—not like any candle or lamp Jessie had ever seen. She wasn’t tall enough to reach the globes that lit the hall every fifty feet or so, or she would have felt them, too. As far as she could tell, the globes held no flame. How could there be light without fire? Jessie wanted to go back and ask Ma. But resisted. Somehow she knew she’d have lots of questions, the longer she was away from home. Maybe Mr. Neeley could answer some of them. The rest she’d save until she got back to Clifton.

In spite of the sickness in Clifton and the mystery and danger Ma said she faced, Jessie felt a rising excitement. She was only a few minutes into her journey, and had already seen a miracle: flameless light. What more might she see? How could Ma and Pa have left such an amazing world?

And then Jessie saw two men way down the hall. Pressing against the wall, Jessie wished the light was a little less steady.”

Name _____

Running Out of Time Cloze Procedure

“Remembering Ma’s warning about the guards, Jessie pushed the door open slowly. When the crack between the door and the wall was wide enough, she peeked out.

The door led to _____ long, dimly lit corridor. _____ one was in sight, _____ Jessie stepped out and _____ the door.

The floor of the _____ was smooth and shiny, _____ a pattern of alternating _____ and white squares. They _____ even in the dim _____. To think: This had _____ down here the whole _____ Jessie lived in Clifton! _____ had never seen a _____ that wasn’t wood or _____, so she bent down _____ felt it. She loved _____—until she began walking. _____ boots clattered so loudly _____ had to tiptoe.

The _____ in the corridor didn’t _____ at all—not like _____ candle or lamp Jessie _____ ever seen. She wasn’t _____ enough to reach the _____ that lit the hall _____ fifty feet or so, _____ she would have felt _____, too. As far as _____ could tell, the globes _____ no flame. How could _____ be light without fire? _____ wanted to go back _____ ask Ma. But resisted. _____ she knew she’d have _____ of questions, the longer _____ was away from home. _____ Mr. Neeley could answer _____ of them. The rest _____ save until she got _____ to Clifton.

In spite _____ the sickness in Clifton _____ the mystery and danger _____ said she faced, Jessie _____ a rising excitement. She _____ only a few minutes _____ her journey, and had _____ seen a miracle: flameless _____. What more might she _____? How could Ma and _____ have left such an _____ world? And then Jessie saw two men way down the hall. Pressing against the wall, Jessie wished the light was a little less steady.”

