The Cloze Procedure


**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**

Duplication 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, 35x2=70%). Use the chart below to interpret results.

<table>
<thead>
<tr>
<th>60% and above</th>
<th>40-60%</th>
<th>40% and below</th>
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</thead>
<tbody>
<tr>
<td><strong>Independent level</strong></td>
<td><strong>Instructional level</strong></td>
<td><strong>Frustration level</strong></td>
</tr>
<tr>
<td>(Material is too easy)</td>
<td>(Material is about right)</td>
<td>(Material is too difficult)</td>
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</tbody>
</table>
"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.”
"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.”