

1993

## The effects of different methods of cloze test construction and their relationship with a standardised reading comprehension test

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**THE EFFECTS OF DIFFERENT METHODS  
OF CLOZE TEST CONSTRUCTION AND  
THEIR RELATIONSHIP WITH A  
STANDARDISED READING COMPREHENSION TEST**

**BY**

**Trevor Michael Edward Forde, BA (Ed.)**

**A Thesis Submitted in Partial Fulfilment of  
the Requirements for the Award of**

**Bachelor of Education with Honours  
at the School of Education,  
Edith Cowan University**

**Date of Submission: 19.02.93**

## USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

## Abstract

The purpose of this study is to provide guidelines to classroom teachers for the construction of valid and reliable cloze comprehension tests. Review of the related literature suggested there are many diverse and contradictory opinions as to the most appropriate method of constructing cloze tests.

The subjects were 49 Year 5 primary school children from two metropolitan schools. Three different comprehension tests were administered. The Gap Reading Comprehension Test and two Cloze Comprehension Tests consisting of 50 and 100 word deletions, in which the deletions began at either the fifth or sixth word of the second sentence. The Cloze Tests were graded with both the exact word and synonymic word scoring methods and then correlated with the Gap Reading Comprehension Test. Reliability was established by the split-half method.

Concurrent validity and reliability were found to be greater in the 100 word deletion versions of the Cloze Tests, with increased reliability achieved when the tests were graded with the synonymic word scoring method.

The results provide useful guidelines for classroom teachers in the construction of valid and reliable measures of reading comprehension.

## **Declaration**

I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

**Trevor Forde**

**School of Education**

**Edith Cowan University**

**Churchlands W.A. 1992**

## Acknowledgements

The following people have assisted me greatly in the preparation of this thesis: Dr. E. Gwynne, my initial supervisor, and Dr. C. Barratt-Pugh, my principal supervisor. I thank them both for their invaluable advice and assistance.

To research consultants Steve Simpson and Dr. A. Blackmore I extend my gratitude, with special thanks to Steve for putting up with my endless requests for more correlations.

I thank the staff and students of the two schools used in this study for allowing me access to conduct this research and special thanks to Chas Lewis, Scotch College Chaplain, for his endless assistance throughout the year in solving my computer problems.

Finally, I would like to especially thank my parents, Pat and Rose Forde, for their continual encouragement through the years to leave the workforce and go back to study and get myself 'a proper job'.

Trevor Forde

November 1992.

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## Chapter 1

### Introduction

#### The Background to the Study

Cloze procedure was first introduced by Wilson Taylor in 1953 as a means of measuring readability of texts. It has three main uses in the classroom today: as an instructional tool, as a way of determining readability, and as a measure of comprehension. The focus of the present study is on cloze as a measure of comprehension. The Bullock Report (D.E.S. 1975, cited in Rye, 1982, p.1) described the process of using cloze as a measure of comprehension as "...the use of a piece of writing in which certain words have been deleted and the pupil has to make maximum possible use of context clues available in predicting the missing words". The comprehension ability of the student is assessed on the basis of their ability to scan the surrounding context to obtain meaning and replace the missing word.

The generally accepted standard cloze comprehension test, first proposed by Taylor (1953), contains 50 deletions with the first and last sentences left intact. The deletions begin with the fifth word of the second sentence and continue with the deletion of every fifth word throughout the text. Tests are scored by means of marking the insertion of the original word from the text as correct and all other words as incorrect.

Research has challenged this accepted standard format of cloze comprehension testing. Sciarone & Schoorl (1989) have challenged the recommended use of 50 word deletions as being inadequate to test comprehension. Bormuth (1963; 1964), Meridith & Vaughan (1978), Porter (1978), and Taylor (1954), (cited in Helfeldt, Henk, & Fotos, 1986,

p.216) have shown that when five different cloze forms are constructed on a passage using the every fifth word deletion method, by varying the starting point for deletions between the fifth and ninth words of the second sentence, they yield five different results. The current emphasis in reading for meaning disputes the use of the exact word method of grading cloze tests, as the meaning of the text can be retained by using appropriate synonyms, yet would be marked incorrect using the standard cloze format. Henk (1981, p.348) cited four studies, Anderson (1972), Hargis (1972), McKenna (1976), and Ruddell (1964), where no appreciable difference in the ranking of the students occurred through the use of synonymic scoring, where words which retained the semantic and syntactic structure of the text were scored as correct.

The diverse range of opinions would suggest that there is some disagreement in deciding on the most appropriate method for achieving validity and reliability in cloze test construction.

### The Purpose of the Study

The purpose of the study was to provide guidelines for classroom teachers in the construction of valid and reliable cloze comprehension tests. To achieve this aim, the accepted standard 50 word deletion method and the alternative 100 word deletion method were correlated with the standardised Gap Reading Comprehension Test, varying the starting point for deletions between the fifth and sixth words of the second sentence of the passages. The study also investigated the relationship between the exact word and synonymic word methods of scoring cloze tests and their relationship with the Gap Reading Comprehension Test.

It was anticipated that the results from the study would assist teachers in their use of cloze tests in the following two areas:

1) to use the minimum number of word deletions to ensure valid and reliable comprehension test results;

2) to provide direction for the use of synonyms when grading cloze comprehension tests.

### Statement of the Problem

Cloze testing of comprehension has been in use since 1953 yet there are still many opinions on how best to construct cloze and others would question its use at all (Shanahan, Kamil & Tobin, 1982). With so many diverse opinions on its use, two questions are posed for the classroom teacher. First of all, should I use cloze testing? Secondly, if so, which approach should I use?

The major advantage of cloze is its simplicity in construction in the practical classroom situation. It provides an alternative means for testing comprehension to the professionally developed standardised reading tests. Many of these tests require much time, effort, and money in order to ensure their reliability and validity for classroom use. It is not to be expected that classroom teachers would have these resources available for the construction of their own standardised comprehension tests and so they turn to cloze. With so many differing opinions on cloze construction methods, can teachers be assured that the cloze method they are using is a valid and reliable measure of comprehension? How can teachers ensure that the construction of their test provides a high level of validity and reliability in the classroom situation?

### Definition of Terms

The following terms have special relevance to the study and are defined in the following way.

#### Reading Comprehension

Reading comprehension is defined as an interactive process in which "meaning is built in the mind of the reader on the basis of information taken from the reader, the text, and the reading context" (Lipson & Wixson, 1991, p.13). For the purpose of this study, reading comprehension will be assessed by the reader's ability to successfully complete cloze deletion exercises on the Gap Reading Comprehension Test.

#### Cloze Procedure

Cloze procedure is defined as a procedure in which certain words have been deleted from a passage. The reader has to make the best possible use of context clues in order to predict the missing words (The Bullock Report, 1975, cited in Rye, 1982, p.1). In this study the procedure involved presenting to the children passages containing 50 word and 100 word deletions. They were then asked to insert the word they felt should go in each blank space.

#### Exact Word Scoring Method

This is defined as the scoring procedure used to calculate the children's scores in which only the replacement of the exact word deleted from the passage is scored as correct.

### Synonymic Word Scoring Method.

This is defined as the scoring procedure used to calculate the children's scores where the replacement of the deleted word by an appropriate synonym, which retains the meaning of the passage, is scored as correct.

### Standardised Reading Tests

Standardised reading tests have been defined as tests that have been developed by experts and where the individual items have been analysed and revised until they meet given standards of quality. Directions for administering, scoring and interpreting are carefully specified to ensure objectivity, whereby a student's score is the same regardless of who is marking the test. Validity and reliability data are provided (Gay, 1981).

### Validity

Validity is defined as the degree to which a test measures what it is intended to measure (Gay, 1981).

Content validity is defined as the degree to which a test measures an intended content area and is determined by expert judgement.

Concurrent validity is defined as the degree to which scores on a test are related to the scores on an already established test. This is determined by administering the two tests to the same group of children and correlating the two sets of scores (Gay, 1981).



### Reliability

This is defined as the degree to which a test consistently measures what it is supposed to measure.

Split-half reliability is defined as a type of reliability based on the internal consistency of the test (Gay, 1981).

### Parallel Forms

Parallel forms are defined as the construction and administration of two forms of the same test to the same group of people (Gay, 1981).

### Statement of the Research Questions

1) Is the 50 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

2) Is the 100 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

3) Is the 50 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

4) Is the 100 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

5) To what extent do measures using the synonymic word method of cloze grading correlate with the exact word method of cloze grading?

### The Significance of the Study

Many studies have been conducted into the validity of cloze as a means of testing comprehension. Research has focused on relevance of text choice (Alderson, 1980), trait structures (Bachman, 1982), factor validity (Bormuth, 1969), effect of grade level on cloze scores, (Dufflemeyer, 1983), modified deletion strategies (Henk, 1931), construct validity (Shanahan & Kamil, 1983), and sensitivity to intersentential constraint (Kibby, 1980; Rye, 1984; Shanahan, Kamil, & Tobin, 1982). These studies have provided conflicting evidence on the construction and effectiveness of using cloze procedures.

There are though, only a limited number of studies conducted into the number of deletions necessary to achieve validity and reliability for cloze comprehension tests and these yield conflicting results. Sciarone and Schoorl (1989) recommended 100 deletions as a minimum, while Bachman (1985), and Rand (1978) concluded maximum reliability had been achieved by 30 and 25 items respectively.

When Taylor (1953) first introduced cloze he posed the question, "How many blanks are enough? - a matter to be settled by experiment" (p. 148). The standard acceptance of a maximum 50 deletions does not appear to have been resolved by experiment, but rather by Taylor's (1956) claim that "a series of 50 blanks is roughly sufficient to allow the chances of mechanically selecting easy or hard words to cancel out..." (p.48).

If it is possible to obtain five different results from different cloze construction of one passage (Helfeldt et al., 1986), by starting the every fifth word deletions between the fifth and ninth words of the second sentence, the reliability of this simple measure is in question.

Thus the acceptance of synonyms in cloze grading, as opposed to exact word replacement, is in keeping with current reading theory in which reading is seen as a process of interaction between the reader, text and context (Lipson & Wixson, 1991). Researchers (Schell, 1988; Sternberg, 1991; Wood, 1988) have questioned the ability of cloze to test comprehension. As Henk (1981) pointed out, "Conceivably an individual could fully comprehend a passage and still score in the frustration range if enough responses, even though syntactically and semantically appropriate, were not exact matches"(p.348).

A major flaw in the previous research into cloze construction has been the use of university undergraduates or foreign language learners as subjects in the research. Of the research discussed in the review of the literature only Bormuth (1969) and Heldfeldt et al. (1986) used primary school children as subjects. Even Taylor's (1953 ; 1956) initial research into the cloze procedure used journalism students at the University of Illinois and trainees at the Sampson Air Base in New York. Serious concerns can be raised about the generalisation of results from experienced readers to younger inexperienced readers still in the process of developing appropriate reading strategies.

The main advantage of cloze procedures in the classroom, is the relative ease with which a teacher may construct a comprehension test that correlates highly with related performances on standardised reading tests. With so many diverse opinions in the literature it is difficult for teachers to decide on the most appropriate method of constructing a Cloze Comprehension Test. This study attempts to redress this problem by investigating the following four issues, using as subjects Year 5 primary school students.

- 1) The number of deletions required to achieve reliability.

2) The effects of different starting points for deletions on the validity and reliability of Cloze Tests.

3) The number of deletions required to achieve parallel results when using different texts.

4) The comparative grading of Cloze tests with the exact word scoring method and the synonymic scoring method.

It is anticipated that the results of this study will act as a guideline for teachers in their search for the best use of their time and resources in constructing valid and reliable Cloze Comprehension Tests.

#### Limitations of the Study

The following factors are noted as limitations affecting the findings reported in this study.

1) The passages were not chosen randomly but were chosen for their appropriateness to the Year 5 level. The content of the passages may not provide the same degree of interest to all the children in the study.

2) The children chosen to participate in the study were not chosen randomly. Due to the inaccessability of schools selected by stratified sampling, the two schools used in the study were chosen for their availability.

3) The results of the study can only be generalised to the year five primary school level on a passage of a similar difficulty level.

4) The words in the passage have been deleted using the fixed ratio deletion method in which every fifth word in the passage, beginning at either the fifth or sixth word of the second sentence, has been deleted. According to Helfeldt et al., (1986) this will cause limitations to the results of the study as not every word in the passage had an equal chance of deletion.

5) The results of all the subtests can only be generalised to tests using fixed ratio every fifth word deletions beginning the deletions at the fifth or sixth word of the second sentence.

A problem with all testing is that the assessment requires interpretation based on an individual's performance on a given text in a given context. The results will be influenced by the nature of the task, the context in which the task is given and the reader's prior knowledge and reading abilities. (Johnston, 1983, p.20). Schell (1988) suggested all teachers should be careful in their evaluation of comprehension tests and stated, "Maybe all we can say in some circumstances is that a reader had trouble comprehending specific material under certain conditions" (p. 13).

## **Plan of the Thesis**

The investigation is reported according to the plan set out below.

### **Chapter 2**

Chapter 2 provides a literature review of previous research related to this study.

### **Chapter 3**

Chapter 3 discusses the theoretical rationale for the use of the cloze procedure.

### **Chapter 4**

Chapter 4 describes the methods of investigation including the design of the study, the samples and instruments to be used and the data collection and analysis procedures.

### **Chapter 5**

Chapter 5 presents an analysis of the results.

### **Chapter 6**

Chapter 6 presents a discussion of the results, conclusions and implications for classroom teachers.

## Chapter 2

### Review of the Literature

#### Reading

Theory on how children learn to read has traditionally been based on two diverse perspectives. The first emphasises the importance of the text, commonly known as 'Bottom Up' or 'Outside In' processing where meaning develops from sound/symbol, to word, to sentence and finally to text where meaning is discovered. The emphasis in the 'Bottom-Up' theory is on the information the reader extracts from the page. This is the information that a reader obtains through the eyes while looking at a text. Quite simply, the information available to you until you turn off the lights (Smith, 1985).

The second perspective, known as 'Top Down' or 'Inside Out' processing, emphasises that meaning is the starting point for reading and directs all other activities (Sloan & Whitehead, 1986). The 'Top Down' theory of reading refers to the information readers already possesses through their prior knowledge and experiences. This is the knowledge they possess relating to the language itself and their experiences and understandings of the world. The reader uses his/her prior knowledge of three language systems to predict and confirm the meaning of the text (Lipson & Wixson, 1991, p.9). They are as follows:

- 1) Grapho-phonetic information - the relationship between sounds and symbols in a text.
- 2) Syntactic information - an understanding of how the language functions.
- 3) Semantic information - the experiences and understandings individuals have had



which they bring to the text (Latham & Sloan, 1979).

Parker (1985) argues that a proficient reader uses all three language systems in an integrated and automatic way.

Smith (1985) used the terms visual and non-visual information to describe 'Bottom-Up' and 'Top-Down' processing respectively. Smith (1985) argued that visual and non-visual information are not used in isolation, but in fact the relationship is a reciprocal one. He stated, "The more non-visual information you have when you read the less visual information you need and the less non-visual information you have when you read the more visual information you need" (p.14). This can be demonstrated when trying to read a foreign language or an unfamiliar text such as a medical journal. Although we can see the letters and possibly pronounce the words, unless we have prior knowledge of the foreign language or a medical background we will not obtain the meaning. In order to understand these texts we will use more visual cues, such as syllabification, to try to obtain meaning.

The most recent theory, 'Interactive processing', states that reading is not either a 'Bottom-Up' or a 'Top-Down' process but, "...is an interactive process in which bottom-up and top-down processes occur simultaneously and meaning results from the interaction between the reader and the text" (Lipson & Wixson, 1991, p.11). This theory suggests readers can be taught to adjust their reading strategies to select the best strategy for their purpose for reading and the demands of the text (Sloan et al., 1986, p.7). The basis for this theory is that readers construct meaning when they comprehend through the interaction of three major factors; the reader, the text, and the context. Reader factors are defined as prior knowledge, knowledge about reading, and attitude and motivation for reading. Text factors are defined as the type and organisation of the text, the linguistic properties of the text, and the structural features of the text such as headings and maps. Context factors are defined as the purpose and

task for reading, the general and specific settings in which the reading and/or instruction occur, and the instruction itself, both content and methodology (Lipson & Wixson, 1991).

Thus, in summary, reading can be seen as an active process in which meaning is constructed through the interaction of the reader, text and context. Readers use their background knowledge in an interactive process with print information in order to obtain meaning. The extent to which a reader uses either visual or non-visual information is dependent on the amount of background knowledge the reader brings to the text.

### Comprehension

The diverse range of reading theories has implications for the way we assess comprehension. If we do not have a clear and agreeable definition on what readers do when comprehending, then confusion can reign in the construction of tests to assess children's comprehension ability. Comprehension is such a complex process that assigning a simple definition to the process is extremely difficult, if not impossible. Indeed one is justified in asking if there is a definition of comprehension independent of one's own point of view. Based on Lipson & Wixson's (1991) view, I have defined comprehension as an interactive process in which a reader obtains meaning through the interaction of the reader with the text and the reading context.

In 1980 a study was conducted by Greenlaw and Kurth, in the United States, to determine if a definition of comprehension was widely held by teachers in the elementary and secondary school levels. One hundred and forty seven teachers responded to a questionnaire ranking eight definitions of comprehension from most agreeable to least agreeable. They showed a distinct preference for Jack Holme's and Russell Stauffer's models (Singer & Ruddell, 1970, cited in Greenlaw et al., 1980, p.5) which equate reading to an intellectual

process similar to thinking (Top Down). The least chosen models were George Miller's (Singer & Ruddell, 1970, cited in Greenlaw et al., 1980, p.4) and Wayne Otto's (1977) models which represented reading comprehension as a series of isolated skills (Bottom Up).

Irwin (1991) refers to the isolated skills approach as the way in which comprehension has been traditionally taught. Citing Rosenshine (1980, p.2) Irwin asserts there is little research to support the theory that separable skills exist in the first place. In contrast to attempts to describe isolable subskills, Irwin presents a model of what occurs when a reader is comprehending:

'Comprehension can be seen as the process of using one's own prior experiences and the writer's cues to construct a set of meanings that are useful to the individual reader reading in a specific context. This process can involve understanding and selectively recalling ideas in individual sentences (microprocesses), inferring relationships between clauses and sentences (integrative processes), organising ideas around summarising ideas (macroprocesses), and making inferences not necessarily intended by the author (elaborative processes). These processes work together (interactive hypothesis) and can be controlled by the reader as required by the reader's goals (metacognitive processes) and the total situation in which comprehension is occurring (situational context). When a reader consciously selects a process for a specific purpose, that process can be called a reading strategy.'(p.9)

This transactional definition of comprehension is in keeping with the interactive theory of the reading process (Lipson & Wixson, 1991) in which there is an interaction between the writer's cues and a reader's prior knowledge in a specific context.

## Cloze Procedures

In many traditional tests of comprehension, including diagnostic tests and standardised tests, comprehension is measured by cloze testing. Cloze was first introduced as the Ebbinghaus Completion Method in 1897 and involved missing word techniques and sentence completion (De santi, 1985). The standard cloze procedure used in many classrooms today was introduced by Wilson Taylor in 1953. Since then cloze has been used to determine the readability of materials, as an instructional tool, and as a measure of reading comprehension.

The cloze procedure involves deleting every Nth word from a passage and replacing the word by a standard length blank. This process is known as fixed-ratio deletion cloze as opposed to rational deletion cloze in which specific words from the passage are deleted for a specific purpose. In both methods the first and last sentences in the passage are left intact to allow suitable context clues before and after the deletions. The cloze tests are graded either by the exact word method, in which the exact word deleted from the passage has to be restored in order to be scored correct, and the synonymic word method, which requires a contextually appropriate synonym to be inserted in order to be scored correct.

Research conducted by Fletcher (1959), Jenkinson (1957), and Smith & Zinc (1977), (cited in Heldfeldt, Henk, & Fotos, 1986, p.216) has shown that cloze, as a measure of comprehension, correlates highly with results achieved on standardised reading tests. The major advantage cloze has in this area is the relative simplicity of construction, compared to the more time consuming construction of many other (standardised) reading tests. The individual items in standardised tests are tested and re-tested on large numbers of subjects until each item reaches a certain standard of quality. This requires a great deal of time and money. From a

practical point of view cloze tests are also easier to mark, if the exact word grading method is employed, compared to some of the more complicated standardised reading tests.

There is some concern (Schell, 1988; Sternberg, 1991; and Wood, 1988) about the ability of cloze to effectively test what the teachers are trying to teach. They argued that current reading tests provide an incomplete and distorted view of student performance and advise caution in the use of test scores.

This is a view supported by Irwin (1991, p.194) who stated that while comprehension tests provide an indication of how well students comprehend compared to their peers, they do not tell the teacher what instruction to provide. She also pointed out serious limitations of standardised testing. Time restraints ensure the use of short passages, different types of passages which are usually mixed together, and prior knowledge is not generally assessed or controlled.

A second major use of the cloze procedure in the classroom is in determining readability. This is concerned with matching the reader with a text at an appropriate reading level. Traditionally this has been achieved through the use of readability formulae. These are usually based on the average sentence length and the average word complexity (Zakaluk and Samuels, 1988, p.36). These formulae have been the cause of some concern due to the variability of results from different formulae (Bormuth, 1966; Gray and Leary, 1935; McLaughlin, 1968; Taylor, 1953; cited in Gilliland, 1972). Lipson and Wixson (1991) stated that differences of two or more grade levels are not uncommon (p.404).

The relationship of cloze procedures to readability formulae has been put forward by Klare (1984, cited in Lipson et al., 1991 p.408) who stated, "Formulas predict readability; cloze procedure and other similar comprehension methods measure readability".

### Cloze Construction

The standard cloze test contains 50 word deletions from a text in which the first and last sentences remain intact in order to provide context clues before the first deletion and after the last deletion. The deletions begin with the fifth word of the second sentence and continue through the text with every other fifth word deleted. Thus a passage of approximately 300 words is required to allow for 50 times 5 words plus the first and last sentences. This form of deletion is known as fixed ratio deletion as the deletions are made according to a predetermined ratio of every nth word.

Another form of deletion, in which specific word types, such as nouns, prepositions and verbs, are deleted for specific teaching purposes, is known as variable ratio or rational deletion, as there is no predetermined ratio and specific words are deleted for a specific purpose (Soudek et al., 1983, p.336).

A problem with the fixed-ratio deletion method is that researchers have shown that five different scores can be obtained on the same passage by varying the starting point for deletions between the fifth and ninth words (Bormuth 1964; Meridith and Vaughan 1978; and Porter 1978; cited in Heldfelt et al., 1986, p.216). These different forms did not yield equivalent results due to the different types of words deleted in each version of the passage which either increased or decreased the difficulty of the passage.

## Random Deletions

Alderson (1980) suggested differences in cloze test scores may not be due to differences in deletion frequency, but to differences in the particular words deleted. He argued, random deletion ignores the syntactical-semantic relationship in a text and the inconsistency in results will depend on what proportion of syntactic and textual function words are deleted. Bachman (1982) concluded, that cloze measures using rational deletions could be used to measure textual relationships beyond clause boundaries and measure higher order skills such as cohesion and coherence. In a later study (1985) Bachman found random deletion tests were comparable in reliability and validity to fixed ratio tests (p.550).

Helfeldt et al., (1986) supported Bachman's findings in their study of different cloze tests with 6th grade students. Using random deletions, by assigning consecutive integers to words between the first and last sentence in conjunction with initial letter cues, they obtained higher reliability estimates than when standard cloze tests were used. They asserted that the total random cloze more closely resembled reading, in the way points of uncertainty were more likely to occur at random(p.221). That is to say that a reader will not experience difficulty in a text at every nth word but this is more likely to occur at random.

Henk (1981) identified two major reasons why researchers were reluctant to implement total random deletions. They are more difficult to implement and the blank spaces may be too close in proximity to allow enough context for the reader to attain meaning.

The arguments for random deletions contradict Taylor (1953, p. 419) when he stated, "A random deletion which ignores the differences between specific words appears to be not only defensible but rationally inescapable when cloze procedure is used for contrasting

readabilities....If enough words are struck out at random the blanks will come to represent proportionally all kinds of words to the extent they occur".

### Intersentential Constraint

The ability of cloze to be sensitive to intersentential constraint, using information across sentence boundaries, has also been called into question. Kibby (1980), Shanahan and Kamil (1983), and Shanahan, Kamil, & Tobin (1982) have demonstrated that cloze is insensitive to integrating information across sentence boundaries. This research, they assert, demonstrated that cloze has low construct validity as a means of testing reading comprehension.

Kibby (1980) tested mature readers on two paragraphs of varying difficulty presented in three formats, regular cloze, same paragraph with sentences in scrambled order and sentences read in isolation. No significant differences were found between student's performance on the regular and scrambled cloze, but in the isolated condition their performance was 10 to 15% lower. In questioning the construct validity of cloze, Kibby concluded that his study indicated cloze is largely a measure of sentence comprehension (p.310) while hypothesising that cloze might also measure only literal information (p.309).

Shanahan, Kamil, and Tobin (1982) used three different cloze formats; standard cloze, same passages with sentences scrambled, and sentences from original texts in non-supportive text, in order to investigate the ability of cloze to measure the use of information across sentence boundaries. The passages were either lengthened or shortened as necessary to ensure all sentence lengths were equal to multiples of five. These passages were then administered to 125 university undergraduates. Based on the results, which failed to distinguish between groups which had been presented with the sequential passages and those



which had scrambled passages, Shanahan et al., concluded cloze was not a good measure of intersentential comprehension.

The validity of these findings were questioned by Henk (1982) on the basis of two major issues. First of all, the manner in which the text was added to or words omitted in order to conform to the multiple of five was brought into question. According to Henk (p.589) "Such a disruption would almost certainly influence the unique cognitive-linguistic interaction operating between encoders and decoders in any communication setting." Cziko (1983, cited in Rye, 1985, p.102) also raised the possibility of sampling bias concerning the possible destruction of semantic and syntactic integrity when the passages were revised. He also added that the original passages had low intersentential constraint in the first place. Second, Henk (1982) questioned the generalisation of results obtained through testing university undergraduates, to younger, inexperienced readers (p.592).

In response to the construct validity of cloze being called into question, and the far reaching implications for teachers and researchers if it were true, Rye (1984) examined the sensitivity of cloze to intersentential constraint using 70 further education college students. One group was presented with a standardised cloze test; the other with the same material with the sentence order randomised. Rye's study differed from previous research in that the standard cloze group were given as much time as they required to complete the test. The group receiving the randomised cloze test were presented with three to five sentences printed on each page. Once they had turned the page they were not allowed to go back and alter previous material. This was to prevent this group from restructuring the passage.

Rye's results showed the group which completed the standard cloze test yielded superior results, due, he stated, to the availability of intersentential constraint (p.120). He also suggested, the results probably underestimated the true difference as it was impossible to

remove all intersentential constraint from cloze passages (p.120).

### Grading Cloze Tests

The most appropriate method with which to grade a cloze passage has also stimulated some debate. There are two methods for grading cloze tests: The standard cloze exact word method, which requires the reader to replace the exact word from the text, and the synonymic word method which allows a contextually appropriate synonym to be replaced in the passage.

Most studies, Alexander (1968), Rankin (1958), Smith and Zinc (1977), and Wiechelman (1971, cited in Henk & Selders, 1984, p.282), support the use of the exact word method due to its high correlation with standardised reading tests. It is argued the results will remain objective across a variety of tests regardless of the tester. Taylor (1956, p.48) stated there was no advantage to be gained by going to the trouble of judging and scoring synonyms.

Henk (1981), while acknowledging that verbatim scoring eliminates subjectivity, asserted that using the exact word method would present the possibility for a student to score in the frustration range, even though the responses were semantically and syntactically appropriate, if enough responses had not replaced the original word from the text.

Scirone and Schoorl (1989, p.433) supported this view by suggesting that because there was no reason to expect the reader to have exactly the same sense of style as the author, then there was no reason to expect the reader to score highly in terms of exact responses.

It is the subjectivity of grading synonyms that causes concern. Henk et al., (1984, p.284), showed an individual's synonymic cloze score could vary by as much as 25 percentage points. Despite research to the contrary, Anderson (1972), Bormuth (1965), Miller and Coleman (1967, cited in Henk et al., 1984, p.286) and Henk (1981) recommend that responses that preserve meaning should be counted. This should be done through increased training and guidelines for grading synonyms.

In studies conducted by Anderson (1972), Hargis (1972), McKenna (1976), and Ruddell (1964, cited in Henk, 1981, p.348) no appreciable differences in rank were obtained through synonymic scoring. Henk himself found increased performances were obtained by synonymic scoring, if used in conjunction with every fifth word deletions and first letter cued blanks. Henk and Selders (1984) showed synonymic scoring by itself to be highly variable and too dependent on who scored the test. Despite their findings providing little evidence to suggest there is any advantage in doing so, they recommended responses which preserve meaning should be counted.

De Santi and O'Sullivan (1985) agreed with Henk et al., proposing the need for subjectivity in evaluating a reader's response. The emphasis on reading for meaning would seem to support the use of synonymic scoring.

#### Number of Deletions

Research into the number of deletions required to adequately test comprehension has been relatively limited. Bachman (1985) found cloze tests did not need to be as long or deletions as frequent as recommended in the literature in order to be reliable. His tests included only 30 deletions with a ratio of 1 deletion every 11 words. These findings were consistent with

Rand (1978) who found that maximum reliability had almost been achieved by 25 deletions, though the best results were achieved through testing with 50 items. He recommended the most efficient use of everyone's resources would be through the use of 25 deletions in combination with the use of the synonymic word method of grading.

Bormuth (1964) (cited in Rand, 1978, p.62) found tests with less than 50 deletions to be unreliable due to the significant difference in mean scores on the same passage. Arnal Mahmoud (1977) in his masters thesis (cited in Rand, 1978, p.63) also found mean scores differed substantially, this time with deletions under 100. He recommended the use of 100 deletions as a minimum for cloze testing.

Sciarone and Schoorl (1989) in their study into the minimum number of deletions to ensure parallelism, also recommended 100 deletions for the exact word method of grading, but 75 deletions for the synonymic word method of grading. They conducted a study on groups of Indonesian learners of Dutch, aged between 17 and 21 years of age, who were seeking admission to the Delft University of Technology in The Netherlands. The experiment was aimed at determining the minimum number of deletions required to ensure parallelism for cloze tests differing at the point at which the deletion starts. They proposed a need for more deletions because of the possibility of the deletions falling in with the rhythm of the language and removing key elements from the passage. Longer passages will increase the possibility of the rhythm of the language breaking with the regular deletions (Taylor, 1953, p.419). They also argued that the accepted standard of a maximum of 50 word deletions for validity purposes, was not based on any experimental evidence (p.417).

They concluded in their report that this generally accepted maximum of 50 word deletions was insufficient to attain parallelism. In their opinion, 50 word deletions were not sufficient to allow the chances of mechanically selecting easy or hard words to cancel out

(p.428). Their study indicated that tests using the exact word scoring method should contain a minimum of 100 word deletions, with the synonymic scoring method requiring a minimum of 75 word deletions.

In conclusion, there have been a limited number of research studies into the number of deletions required to test comprehension through the use of cloze procedures. The research that has been completed recommends between 25 and 100 deletions, a range large enough to cause concern about the validity and reliability of cloze as a measure of comprehension. The accepted standard of 50 deletions proposed by Taylor (1953) would appear to be seriously questioned by the results of Sciarone et al., (1989) yet this research has some limitations. The results of the study are limited to adult Indonesian speakers of Dutch and the question remains as to whether these results could be obtained with English speaking Australian children. There is also a serious flaw in the research design. A 200 word deletion cloze test was administered and graded after various subsets of 100, 75 and 50 deletions. A test constructed in this manner would allow the students to go back through the text and alter previous answers after reading on and obtaining further meaning. As the students were not administered the 100, 75 and 50 word deletion versions as separate tests the results are invalid. The only score that is valid is the result obtained from the 200 word deletion test.

The review of the literature shows that it is necessary for further research to be conducted into the number of deletions required to ensure valid and reliable cloze tests. The research conducted thus far is contradictory and inconclusive, only adding to the difficulty facing teachers when attempting to construct cloze comprehension tests in the classroom.

### Summary

In this chapter, the literature pertaining to reading, comprehension and the use of cloze procedures was examined. In particular it examined the background to cloze procedure, different construction methods, the use of random deletions, cloze sensitivity to intersentential constraint, different methods of grading cloze tests and the number of deletions required in cloze tests. It was shown that there is conflicting evidence in the literature in relation to the validity and reliability of different cloze construction methods.

This conflicting evidence raised three major questions that this study addresses to assist teachers in their construction of valid and reliable cloze tests for use in the classroom.

1) How many deletions should be included to ensure valid and reliable results on different texts?

2) Are the validity and reliability of Cloze Tests affected by different deletion starting points?

3) Should Cloze Tests be graded with the exact word scoring method or the synonymic word scoring method?

This review of the literature and the questions raised form the basis of the theoretical rationale adopted for this study in which the practical aspect of cloze construction in the classroom is the primary concern.

## Chapter 3

### Theoretical Rationale

Cloze comprehension testing is based on the law of closure, a major concept in Gestalt psychology. This theory was developed by three German psychologists, Max Wertheimer, Wolfgang Kohler, and Kurt Koffka in the first half of this century. An English approximation of the term "gestalt" would be a combination of the terms "form", "figure", "configuration" and "overall pattern" (Soudek & Soudek, 1983). The law of closure "reflects the natural tendency of human beings to perceive unfinished or incomplete figures as completed entities, to fill the gaps in broken patterns" (Soudek et al., 1983, p.335).

This psychological perspective of cloze procedure has been widely accepted though not without some challenge. Ohnmacht, Weaver and Kohler (1970) (cited in Rye, 1982, p.3) concluded, there was no strong relationship between the gestalt principle of closure and the completion items of a cloze passage, their argument being, cloze is essentially a cognitive task and not just a process of completing patterns.

According to Rye (1982), the cloze procedure approximates the strategies used in the reading process because "when completing a cloze deletion the reader samples the context information, constructs a response and then checks this response with the available context information" (p.7). When reading an undeleted text, the use of these strategies takes place at a subconscious level, based on previous experiences of language and understandings of meaning. Successful completion of cloze deletions requires a conscious search of the wider context to obtain meaning to predict the deleted word without the assistance of graphic clues (Rye, 1982).

## Chapter 4

### Methodology

#### Design of the Study

The structure of the study is a correlational design in which the standardised Gap Reading Comprehension Test was administered to Year Five primary school children followed by two 100 word deletion Cloze Comprehension Tests, each divided into four subtests. Each subtest used the fixed ratio deletion method, with every fifth word in the passages deleted, differing only in the starting point for deletions between the fifth and sixth words of the second sentence.

Cloze Test A was taken from the story 'Kiya the Gull' by Fen H. Lassell, from level 12 of The Holt Basis Reading System Special Happenings (Everitts & Weiss, 1977). The four subtests taken from this story were:

Form A1 - 50 word deletions starting at the fifth word of the second sentence.

Form A2 - 50 word deletions starting at the sixth word of the second sentence.

Form A3 -100 word deletions starting at the fifth word of the second sentence.

Form A4 - 100 word deletions starting at the sixth word of the second sentence.



Cloze Test B was taken from the story 'Hattie, the Backstage Bat' by Don Freeman, from level 12 of The Holt Basic Reading System Special Happenings (Everitts & Weiss, 1977). The four subtests taken from this story were:

Form B1 - 50 word deletions starting at the fifth word of the second sentence.

Form B2 - 50 word deletions starting at the sixth word of the second sentence.

Form B3 - 100 word deletions starting at the fifth word of the second sentence.

Form B4 - 100 word deletions starting at the sixth word of the second sentence.

The tests were designed in this manner for a number of reasons. The construction of separate 50 and 100 word deletion tests was necessary to ensure the results were not influenced by the students changing their responses in the first half of the test (the 50 word deletion section), after having read on and obtained further meaning from the second half of the test.

Two different forms of each 50 and 100 word deletion subtest were constructed, differing only in the starting point for the deletions at either the fifth or sixth word of the second sentence, to ascertain if the validity and reliability of the cloze tests would be influenced by varying the starting point for the deletions.

The variables of interest which were correlated in order to answer each research question are as follows:

**Research question no.1.**

Is the 50 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

The Gap Reading Comprehension Test score was correlated with the scores obtained from all 50 word deletion subtests graded with the exact word scoring method (exact word = EX) - Cloze Tests A1EX, A2EX, B1EX, and B2EX.

The Gap Reading Comprehension Test score was correlated with the scores obtained from all 50 word deletion subtests graded with the synonymic word scoring method (synonymic word = SYN) - Cloze Tests A1SYN, A2SYN, B1SYN and B2SYN.

**Research question no.2.**

Is the 100 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

The Gap Reading Comprehension Test score was correlated with the scores obtained from all 100 word deletion subtests graded with the exact word scoring method - Cloze Tests A3EX, A4EX, B3EX, and B4EX.

The Gap Reading Comprehension Test score was correlated with the scores obtained from all 100 word deletion subtests graded with the synonymic word scoring method - Cloze Tests A3SYN, A4SYN, B3SYN and B4SYN.

**Research question no.3.**

Is the 50 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

The scores obtained from the odd numbered items were correlated with the scores obtained from the even numbered items on all 50 word deletion Cloze Tests graded with the exact word scoring method - Cloze Tests A1EX, A2EX, B1EX, and B2EX.

The scores obtained from the odd numbered items were correlated with the scores obtained from the even numbered items on all 50 word deletion subtests graded with the synonymic word scoring method - Cloze Tests A1SYN, A2SYN, B1SYN and B2SYN.

**Research question no.4.**

Is the 100 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

The scores obtained from the odd numbered items were correlated with the scores obtained from the even numbered items on all 100 word deletion Cloze Tests graded with the exact word scoring method - Cloze Tests A3EX, A4EX, B3EX, and B4EX.

The scores obtained from the odd numbered items were correlated with the scores obtained from the even numbered items on all 100 word deletion subtests graded with the synonymic word scoring method - Cloze Tests A3SYN, A4SYN, B3SYN and B4SYN.

#### Research Question No.5.

To what extent do measures using the synonymic word method of cloze grading correlate with the exact word method of cloze grading?

The results obtained from all subtests starting deletions at the fifth word of the second sentence and graded with the exact word scoring method - Cloze Tests A1EX(50), B1EX(50), A3EX(100) and B3EX(100) - were correlated with the results obtained from all subtests starting deletions at the fifth word of the second sentence and graded with the synonymic word scoring method - Cloze Tests A1SYN(50), B1SYN(50), A3SYN(100) and B3SYN(100).

The results obtained from all subtests starting deletions at the sixth word of the second sentence and graded with the exact word scoring method - Cloze Tests A2EX(50), B2EX(50), A4EX(100) and B4EX(100) - were correlated with the results obtained from all subtests starting deletions at the sixth word of the second sentence and graded with the synonymic word scoring method - Cloze Tests A2SYN(50), B2SYN(50), A4SYN(100) and B4SYN(100).

### Description of Instruments

The following is a description of all instruments used in the study.

#### Gap Reading Comprehension Test

The Gap Reading Comprehension Test is a standardised reading comprehension test first published in 1965 but revised in 1976. The revised tests, which were administered to 250 children, used the split-half method to calculate reliability. Reliability coefficients, on samples of children from three different age groups, ranged from 0.90 to 0.94 (McLeod, 1977). There are two forms, red form R3 and blue form B3, which provide equivalent measures of reading comprehension. Form R3 contains 426 words, divided into eight unrelated paragraphs, with 43 word deletions. The words have been deleted by means of variable ratio deletion where specific word types have been deleted, in this case mainly function words, with the number of words between each deletion varying between seven and eleven words. Three of the paragraphs have the first sentence left intact while no paragraph has the last sentence left intact. Form B3 contains 412 words, divided into seven unrelated paragraphs, with 42 word deletions. Again, mainly function words have been deleted by means of variable ratio deletion, with the number of words between each deletion varying between six and eleven words. Three of the paragraphs have the first sentence left intact while no paragraph has the last sentence left intact.

Gap is a timed test in which the students are given 15 minutes to complete the test. Only the exact word replacement is scored as correct; synonyms are not scored as correct. As Gap is not a test of spelling ability incorrectly spelled versions of the correct response are scored as correct.

### Cloze Tests

Cloze Tests prefixed A, 'Kiya the Gull' by Fen H. Lasell and Cloze Test prefixed B, 'Hattie the Backstage Bat' by Don Freeman, are both stories contained in the publication Special Happenings (Everetts & Weiss, 1977). This is a level 12 book of The Holt Basic Reading System which equates to the upper Year 5 level of reading ability in Australia.

Two readability formulae were applied to both stories, the Fry Readability Formula and the Readability Index (RIX). The RIX, determined by dividing the number of words with seven characters or more by the number of sentences, produced scores of .93 and 1.21 for Cloze Test A and B respectively. These scores both fell in the Grade 4 level on the RIX equivalent grade level table (Australia).

The Fry Readability Formula, determined by plotting the average syllable count and the average sentence count, in three 100 word selections, on a graph provided by Fry, produced grade levels of 3 and 5 for Cloze Tests A and B respectively (U.S. norms). The results of the readability formulae, though only estimations of text suitability, deemed the texts suitable for the middle primary level.

Cloze Test A was then pilot tested on a Year 5 class to use the cloze procedure as a means of judging readability. The scale used to determine readability was the criteria developed by Bormuth (1968, cited in Lipson et al., 1991, p.408). A percentage cloze score for the test was obtained by dividing the total number of correct responses for the children, by the total number of possible items. This produced a percentage score to be interpreted in the following manner:

Above 57%     Independent Reading Level

44-57%      Instructional Reading Level

Below 44%    Frustrational Reading Level

The results of the pilot test produced a 47% cloze score, which is at the instructional reading level, a level where the children would be able to cope with most of the reading but would need assistance to gain a deeper understanding of the text (Rye, 1982, p.22). This text level was deemed suitable as it would extend the abilities of the children at this level providing a greater insight into just what the Cloze Test was measuring.

The varying results of the readability formulae serve to confirm the caution expressed earlier in assigning texts to children by use of such formulae.

### Reliability

Reliability of the Cloze Tests was determined by means of the split-half method. This method measures the internal consistency of the test. The items on the tests were divided into odd and even items to give each subject two scores, a score for the odd items and a score for the even items. The two scores were then correlated. If the coefficient is high then the test has good split-half reliability.

### Validity

Concurrent validity of the Cloze Tests was established by means of correlating the scores from the Cloze Tests with the scores from the Gap Test. This is the degree to which scores on a test are related to the scores on an already established test (Gay, 1985, p.161). The degree of relationship between the two variables is expressed as a correlation coefficient.

Two university lecturers with specialisations in the area of reading were interviewed to determine content validity of Cloze Comprehension Tests. This focused on four particular areas:

- 1) Cloze as a measure of comprehension.
- 2) Fixed ratio and rational deletions.
- 3) Number of deletions.
- 4) Grading with the synonymic word and exact word methods.

In their opinion cloze as a measure of comprehension was largely dependent on the type of words that had been deleted. They preferred the use of rational deletions as it allowed the deletion of particular words in relation to the surrounding context and, deleting words in this manner, would be a good measure of text implicit strategies. Fixed-ratio deletions, which deleted a high ratio of function words, were deemed to be a measure of syntax rather than comprehension, allowing for completion of the test without full understanding. Opinions on the number of deletions varied with one lecturer advising 100 word deletions was a good idea after having first introduced the cloze procedure with 50 word deletions. Another was of the opinion that it was the ratio of deletions that was important rather than the number of deletions. Both were in agreement that the synonymic word scoring method was superior as there were varying degrees of correctness in reading comprehension. The use of synonymic scoring allowed the teacher to assess the child's developmental level and, over a period of time, build up a good picture of the child's comprehension ability by analysing the type of errors committed.

### Subjects

Two schools from the Ministry of Education's classification six primary schools had originally been selected through stratified sampling for this study. Permission to



conduct the study in the chosen schools was denied by the principals on the grounds that they received numerous requests to conduct research in their schools and the teachers felt this was disruptive to the children's education. Two suburban primary schools were then selected on the basis of their availability. The number of subjects in the study was dictated by the total number of Year 5 students in both schools. Written permission was then obtained from the parents of each student.

This resulted in a total of 49 subjects, 27 from School A and 22 from School B, ranging in age from 9 years 9 months to 10 years 8 months. Three of the children were bilingual with English being the language predominantly spoken at home.

### Data Collection Procedures

The data was collected by means of three different tests. The Gap Reading Comprehension Test and two 100 word deletion Cloze Comprehension Tests: Cloze Test A - 'Kiya the Gull' and Cloze Test B - 'Hattie, the Backstage Bat'. The Gap Reading Comprehension Test was administered to the children in Week 1 and the Cloze Tests to the children in Week 2. There were absentees from each of the sessions, which resulted in some of the children receiving only one of the tests which invalidated their data and were not included.

Two parallel forms of the Gap Reading Comprehension Test, blue form B3 and red form R3, were administered alternatively to the children in each class. This resulted in 23 children receiving Gap Form R3 and 23 children receiving Gap Form B3.

For the administration of the two Cloze Tests each class was divided into two halves, by means of every second student in their seating arrangements, resulting in four overall groups. The groups received the following Cloze subtests:

Group 1 - School 1 - subtests A1 then B4 - 13 and 14 students respectively.

Group 2 - School 1 - subtests A3 then B2 - 14 and 12 students respectively.

Group 3 - School 2 - subtests B3 then A2 - 10 students for each test.

Group 4 - School 2 - subtests B1 then A4 - 12 and 11 students respectively.

The format for the presentation of the Cloze Tests is presented below.

**Test 1**

**Deletions Beginning at the 5th Word**

<b>Group No.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Test No.</b>	<b>A1</b>	<b>A3</b>	<b>B3</b>	<b>B1</b>
<b>Deletions</b>	<b>50</b>	<b>100</b>	<b>100</b>	<b>50</b>

**Test 2**

**Deletions Beginning at the 6th Word**

<b>Group No.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Test No.</b>	<b>B4</b>	<b>B2</b>	<b>A2</b>	<b>A4</b>
<b>Deletions</b>	<b>100</b>	<b>50</b>	<b>50</b>	<b>100</b>

The difference in the number of students for each test was due to some of the students not completing the second test. While there was no set time limit for the completion of the tests, it became evident that some of the students were struggling to complete the second test and these tests were withdrawn for data analysis purposes.

The order of presentation was counterbalanced to eliminate any affects that may have occurred due to receiving the 50 word deletion test before the 100 word deletion test and vice - versa.

The tests were graded using both the exact word and synonymic scoring methods. A synonymic scoring key was constructed by presenting cloze subtests A3, A4, B3, and B4 (100 word deletion tests beginning at the fifth and sixth word) to qualified teachers who were asked to insert as many suitable responses they thought were possible for each blank space. This resulted in 12 responses for subtest A3, 10 responses for subtest A4 and 9 responses each for subtests B3 and B4. Only synonyms contained in the scoring key were scored as correct.

As with the Gap Test, the Cloze Test was not a measure of spelling ability and incorrect spelling of correct responses, exact word or synonymic word, were scored as correct.

#### Data Analysis Procedures

The data were analysed by means of correlation matrices, using the Pearson Product-Moment Correlation Coefficient using Statistical Analysis Software (SAS).

## Chapter 5

### Results

The results are analysed by first of all presenting the descriptive statistics, followed by validity coefficients in answer to research questions 1 and 2, then reliability coefficients in answer to research questions number 3 and 4. Finally, the exact word and synonymic word coefficients are presented in answer to research question number 5.

### Analysis of Results

Table 5.1 presents the descriptive statistics for the 50 and 100 word deletion Cloze Tests which were graded using the exact word scoring method (EX). It is particularly noteworthy that the standard deviation of Cloze Test A3 (100) exact word (10.6) was substantially higher than any other test. This could be explained by the extreme low score of one particular student (23). Also of note is the low mean score of Cloze Test A2 (50) exact word (18.3) compared with the mean score of the other test that group of students completed B3 (100) exact word (49.2). Cloze Test B1 (100) exact word has a low distribution of scores with a standard deviation of 2.7.

# Descriptive Statistics

Table 5.1

Descriptive Statistics for Cloze Tests Graded with the Exact Word  
Scoring Method.

Variable	N	Mean	%	SD	Range	
					Actual	Possible
A1EX *	13	26	52	4.8	19-35	0- 50
(50)						
A2EX **	10	18.3	36.6	6.6	9-28	0- 50
(50)						
B1EX *	12	21.5	43	2.7	18-28	0- 50
(50)						
B2EX **	12	24.8	49.6	6.4	9-33	0- 50
(50)						
A3EX *	14	46.2	46.2	10.6	23-60	0-100
(100)						
A4EX **	11	48.1	48.1	4.6	38-54	0-100
(100)						
B3EX *	10	49.2	49.2	7.0	40-64	0-100
(100)						
B4EX **	11	55.4	55.4	6.6	47-65	0-100
(100)						

\* - Every 5th word deletion beginning at the 5th word.

\*\* - Every 5th word deletion beginning at the 6th word.

Table 5.2 presents the descriptive statistics for the 50 and 100 word deletion Cloze Tests which were graded using the synonymic word scoring method (SYN). The synonymic scores provide, as expected, a higher mean score than the exact word scoring method and again one student's low score affected the standard deviation on Cloze Test A3 (100) synonymic word. Cloze Test B1 (50) synonymic word score again presents a low distribution of scores (3.9).

**Table 5.2**

**Descriptive Statistics for Cloze Tests Graded with the Synonymic  
Word Scoring Method.**

Variable	N	Mean	%	SD	Range	
					Actual	Possible
A1SYN *	13	38	76	6.5	27-47	0- 50
(50)						
A2SYN **	10	32.7	65.4	7.5	21-42	0- 50
(50)						
B1SYN *	12	35	70	3.9	25-40	0- 50
(50)						
B2SYN **	12	36.2	72.4	7.5	18-45	0- 50
(50)						
A3SYN *	14	75.1	75.1	13.5	52-89	0-100
(100)						
A4SYN **	11	77.4	77.4	8.7	56-86	0-100
(100)						
B3SYN *	10	71.1	71.1	7.0	60-84	0-100
(100)						
B4SYN **	11	81	81	8.3	67-91	0-100
(100)						

\* - Every 5th word deletion beginning at the 5th word.

\*\* - Every 5th word deletion beginning at the 6th word.



Table 5.3 presents the descriptive statistics for the Gap Reading Comprehension Test.

Table 5.3

Descriptive Statistics for the

Gap Reading Comprehension Test.

Variable	N	Mean	%	SD	Range	
			Correct		Actual	Possible
Gap	47	31.9	74.2	5.1	16-40	0-43

Validity Coefficients

Research Question Number One

Is the 50 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

Concurrent validity was established by determining the degree of relationship between the scores on the Cloze Tests and the scores on the established standardised Gap Reading Comprehension Test.

The correlation Coefficients which were calculated between the Gap Test and the Cloze Tests containing 50 word deletions beginning at the fifth and sixth words and graded with the exact word scoring method are presented in Table 5.4.

Table 5.4 shows Cloze Tests A1EX and B2EX were significantly correlated with the Gap Test at the .05 level, Cloze Test A2EX was significantly correlated with the Gap Test at the .01 level, while Cloze Test B1EX was not significantly correlated.

Table 5.4  
Correlation Coefficients Between the Gap Reading Comprehension  
Test and Cloze Tests A1EX, A2EX, B1EX and B2EX.

	A1EX	A2EX	B1EX	B2EX
	(50)	(50)	(50)	(50)
	(5th)	(6th)	(5th)	(6th)
GAP	0.59*	0.77**	0.32	0.70*
N	13	10	12	12
* p<.05 ** p<.01				

The correlation coefficients which were calculated between the Gap Test and the parallel forms of the Cloze Tests are presented in Table 5.5. The parallel forms correlation coefficients were determined in the following manner.

The scores obtained from Cloze Tests A1EX and B1EX , 50 word deletion tests starting deletions at the fifth word, were combined and named Cloze Test AB1EX. These results were then correlated with the Gap Test.

The scores obtained from Cloze Tests A2EX and B2EX, 50 word deletion tests starting deletions at the sixth word, were combined and named Cloze Test AB2EX. These results were then correlated with the Gap Test.

Table 5.5 shows Cloze Test AB2EX to be significantly correlated with the Gap Test at the .05 level while Cloze Test AB1EX was not significantly correlated.

Table 5.5  
Correlation Coefficients Between the Gap Reading Comprehension  
Test and Parallel Cloze Test Forms AB1EX and AB2EX.

	ABEX1	ABEX2
	(50)	(50)
	(5th)	(6th)
Gap	0.37	0.51*
N	23	22
* $p < .05$		

The correlation Coefficients which were calculated between the Gap Test and the Cloze Tests containing 50 word deletions beginning at the fifth and sixth words and graded with the synonymic word scoring method are presented in Table 5.6.

Table 5.6 shows that Cloze Tests A2SYN and B2SYN were significantly correlated with the Gap Test at the .01 level, Cloze Test A1SYN was significantly correlated with the Gap Test at the .001 level, while Cloze Test B1SYN was not significantly correlated.

**Table 5.6**  
**Correlation Coefficients Between the Gap Reading Comprehension**  
**Test and Cloze Tests A1SYN, A2SYN, B1SYN and B2SYN.**

	A1SYN	A2SYN	B1SYN	B2SYN
	(50)	(50)	(50)	(50)
	(5th)	(6th)	(5th)	(6th)
GAP	0.81***	0.80**	0.47	0.81**
N	13	10	12	12

\*\* p<.01 \*\*\* p<.001

### Research Question Number Two

Is the 100 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

Concurrent validity was established by determining the degree of relationship between the scores on the Cloze Tests and the scores on the established standardised Gap Reading Comprehension Test.

The correlation coefficients which were calculated between the Gap Test and the Cloze Tests containing 100 word deletions beginning at the fifth and sixth words and graded with the exact word scoring method are presented in Table 5.7.

Table 5.7 shows Cloze Tests A3EX and B3EX were significantly correlated with the Gap Test at the .001 level, Cloze Test A4 was significantly correlated with the Gap Test at the .05 level, while Cloze Test 4EX was not significantly correlated.

**Table 5.7**  
**Correlation Coefficients Between the Gap Reading Comprehension**  
**Test and Cloze Tests A3EX, A4EX, B3EX and B4EX.**

	A3EX	A4EX	B3EX	B4EX
	(100)	(100)	(100)	(100)
	(5th)	(6th)	(5th)	(6th)
GAP	0.88***	0.65*	0.88***	0.60
N	14	11	10	11
* p<.05 *** p<.001				

The correlation coefficients which were calculated between the Gap Test and the parallel forms of the Cloze Tests are presented in Table 5.8. The parallel forms correlation coefficients were determined in the following manner.

The scores obtained from Cloze Tests A3EX and B3EX , 100 word deletion tests starting deletions at the fifth word, were combined and named Cloze Test AB3EX. These results were then correlated with the Gap Test.

The scores obtained from Cloze Tests A4EX and B4EX, 100 word deletion tests starting deletions at the sixth word, were combined and named Cloze Test AB4EX. These results were then correlated with the Gap Test.

Table 5.8 shows Cloze Test AB4EX to be significantly correlated with the Gap Test at the .05 level and Cloze Test AB3EX to be significantly correlated with the Gap Test at the 0.001 level.

**Table 5.8**  
**Correlation Coefficients Between the Gap Reading Comprehension**  
**Test and Parallel Cloze Test Forms AB3EX and AB4EX.**

	AB3EX	AB4EX
	(100)	(100)
	(5th)	(6th)
Gap	0.89***	0.43*
N	24	22
* p<.05 *** p<.001		

The correlation coefficients which were calculated between the Gap Test and the Cloze Tests containing 100 word deletions beginning at the fifth and sixth words and graded with the synonymic word scoring method are presented in Table 5.9.

Table 5.9 shows all Cloze Tests containing 100 word deletions and graded with the synonymic word scoring method to be significantly correlated with the Gap Test, Cloze Tests A4SYN and B4SYN at the .05 level and Cloze Tests A3SYN and B3SYN at the .01 level.

**Table 5.9**  
**Correlation Coefficients Between the Gap Reading Comprehension**  
**Test and Cloze Tests A3SYN, A4SYN, B3SYN and B4SYN.**

	A3SYN	A4SYN	B3SYN	B4SYN
	(100)	(100)	(100)	(100)
	(5th)	(6th)	(5th)	(6th)
<b>GAP</b>	<b>0.78**</b>	<b>0.65*</b>	<b>0.85**</b>	<b>0.71*</b>
<b>N</b>	<b>14</b>	<b>11</b>	<b>10</b>	<b>11</b>
<b>* p&lt;.05 ** p&lt;.01</b>				



## Reliability Coefficients

### Research Question Number Three

Is the 50 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

The reliability of the Cloze Tests was examined using the split-half method to determine internal consistency by dividing the tests into the two comparable halves by means of odd and even numbered items.

The internal consistency correlation coefficients which were calculated between odd and even numbered items on Cloze Tests containing 50 word deletions beginning at the fifth and sixth words and graded with the exact word scoring method are presented in Table 5.10.

Table 5.10 shows that no test was reliable and that there was a negative correlation for Cloze Test B1EX with practically no relationship between the halves of the test.

**Table 5.10**  
**Internal Consistency Coefficients Between Odd and Even numbered**  
**Items on Cloze Tests A1EX, A2EX, B1EX and B2EX.**

	A1EX	A2EX	B1EX	B2EX
	(50)	(50)	(50)	(50)
	(5th)	(6th)	(5th)	(6th)
	0.43	0.55	-0.013	0.22
N	13	10	12	12

The correlation coefficients which were calculated between odd and even numbered items on the parallel forms of the Cloze Tests are presented in Table 5.11. The parallel forms correlation coefficients were determined in the following manner.

The scores obtained from Cloze Tests A1EX and B1EX , 50 word deletion tests starting deletions at the fifth word, were combined and named Cloze Test AB1EX. The odd and even numbered items on this test were then correlated.

The scores obtained from Cloze Tests A2EX and B2EX, 50 word deletion tests starting deletions at the sixth word, were combined and named Cloze Test AB2EX. The odd and even numbered items on this test were then correlated.

Table 5.11 shows both parallel forms to be reliable being significantly correlated at the .05 level.

**Table 5.11**  
**Internal Consistency Coefficients Between Odd and Even numbered**  
**Items on Parallel Form Cloze Tests AB1EX and AB2EX.**

	AB1EX	AB2EX
	(50)	(50)
	(5th)	(6th)
	0.42*	0.51*
N	25	22
* $p < .05$		

The internal consistency correlation coefficients which were calculated between odd and even numbered items on Cloze Tests containing 50 word deletions beginning at the fifth and sixth words and graded with the synonymic word scoring method are presented in Table 5.12.

Table 5.12 shows that three of the four tests were reliable. Cloze Test B1SYN was significantly correlated at the .05 level, Cloze Test A2SYN was significantly correlated at the .01 level and Cloze Test A1SYN was significantly correlated at the .001 level.

**Table 5.12**

**Internal Consistency Coefficients Between Odd and Even numbered  
Items on Cloze Tests A1SYN, A2SYN, B1SYN and B2SYN.**

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	A1SYN	A2SYN	B1SYN	B2SYN
	(50)	(50)	(50)	(50)
	(5th)	(6th)	(5th)	(6th)

---

	0.83***	0.84**	0.59*	0.30
N	13	10	12	12

\*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$

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**Research Question Number Four**

Is the 100 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) The exact word scoring method is used?
- b) The synonymic word scoring method is used?

The internal consistency correlation coefficients which were calculated between odd and even numbered items on Cloze Tests containing 100 word deletions beginning at the fifth and sixth words and graded with the exact word scoring method are presented in Table 5.13.

Table 5.13 shows that three of the four tests were reliable. Cloze Tests B3EX and B4EX were significantly correlated at the .05 level and Cloze Test A3EX was significantly correlated at the .001 level.

**Table 5.13**  
**Internal Consistency Coefficients Between Odd and Even numbered**  
**Items on Cloze Tests A3EX, A4EX, B3EX and B4EX.**

	A3EX	A4EX	B3EX	B4EX
	(100)	(100)	(100)	(100)
	(5th)	(6th)	(5th)	(6th)
	0.84***	0.44	0.77*	0.59*
N	14	11	10	11

\*  $p < .05$  \*\*\*  $p < .001$

The correlation coefficients which were calculated between odd and even numbered items on the parallel forms of the Cloze Tests are presented in Table 5.14. The parallel forms correlation coefficients were determined in the following manner.

The scores obtained from Cloze Tests A3EX and B3EX , 100 word deletion tests starting deletions at the fifth word, were combined and named Cloze Test AB3EX. The odd and even numbered items on this test were then correlated.

The scores obtained from Cloze Tests A4EX and B4EX, 100 word deletion tests starting deletions at the sixth word, were combined and named Cloze Test AB4EX. The odd and even numbered items on this test were then correlated.

Table 5.14 shows only parallel form AB3EX to be reliable being significantly correlated at the .001 level.

**Table 5.14**  
**Internal Consistency Coefficients Between Odd and Even numbered**  
**Items on Parallel Form Cloze Tests AB3EX and AB4EX.**

	AB3EX	AB4EX
	(100)	(100)
	(5th)	(6th)
	0.67***	0.23
N	24	22
*** $p < .001$		

The internal consistency correlation coefficients which were calculated between odd and even numbered items on Cloze Tests containing 100 word deletions beginning at the fifth and sixth words and graded with the synonymic word scoring method are presented in Table 5.15.

Table 5.15 shows that all four tests were reliable. Cloze Test A4SYN was significantly correlated at the .05 level, Cloze Tests B3SYN and B4SYN were significantly correlated at the .01 level and Cloze Test A3SYN was significantly correlated at the .001 level.

**Table 5.15**

**Internal Consistency Coefficients Between Odd and Even numbered**

**Items on Cloze Tests A3SYN, A4SYN, B3SYN and B4SYN.**

	A3SYN	A4SYN	B3SYN	B4SYN
	(100)	(100)	(100)	(100)
	(5th)	(6th)	(5th)	(6th)
	0.99***	0.71*	0.80**	0.73**
N	14	11	10	11
* $p < .05$ ** $p < .01$ *** $p < .001$				

## Exact Word - Synonymic Word Coefficients

### Research Question No. 5

To what extent does the synonymic word method of cloze grading correlate with the exact word method of cloze grading?

The correlation coefficients which were calculated between all Cloze Tests A graded with the exact word scoring method and all Cloze Tests A graded with the synonymic word scoring method are presented in Table 5.16.

Table 5.16 shows all exact word and synonymic word tests were significantly correlated at the .001 level. Correlation coefficients were high, ranging from 0.82 to 0.92.



**Table 5.16**  
**Cloze Tests A Graded with the Exact Word Scoring Method and Cloze**  
**Tests A Graded with the Synonymic Word Scoring Method Correlation**  
**Coefficients.**

	A1SYN (50/5th)	A2SYN (50/6th)	A3SYN (100/5th)	A4SYN (100/6th)
A1EX (50/5th)	0.82***			
N	13			
A2EX (50/6th)		0.87***		
N		10		
A3EX (100/5th)			0.92***	
N			14	
A4EX (100/6th)				0.88***
N				11
*** $p < .001$				

The correlation coefficients which were calculated between all Cloze Tests B graded with the exact word scoring method and all Cloze tests B graded with the synonymic word scoring method are presented in Table 5.17.

Table 5.17 shows all exact word and synonymic word tests were significantly correlated, Cloze Test B1 at the .01 level and Cloze Tests B2, B3 and B4 at the .001 level. Cloze Test B1 had a moderately low correlation coefficient of 0.71 with all other tests ranging from 0.89 to 0.93.

Table 5.17

Cloze Tests B Graded with the Exact Word Scoring Method and Cloze  
Tests B Graded with the Synonymic Word Scoring Method Correlation  
Coefficients.

	B1SYN (50/5th)	B2SYN (50/6th)	B3SYN (100/5th)	B4SYN (100/6th)
B1EX (50/5th)	0.71**			
N	12			
B2EX (50/6th)		0.92***		
N		12		
B3EX (100/5th)			0.93***	
N			10	
B4EX (100/5th)				0.89***
N				11
** p<.01 *** p<.001				

The ranked order of the subjects from School No.1 when the Cloze tests are graded with both the exact word and synonymic word scoring methods is presented in Table 5.18. In order to achieve a discernible difference in ranked order the subjects have been ranked by their total scores from both the 50 word deletion and 100 word deletion Cloze Tests. Only those subjects who completed both tests have been included.

With the exception of subjects no.14 and no.17 (down 6 places on synonymic score) and subjects no.9 and no.16 ( up 4 places on synonymic score) Table 5.18 shows there is no discernible difference in the subject's ranked order when the tests are graded with either the exact word or synonymic word scoring methods.

Ranked Order

Table 5.18

Ranking of Subjects From School No.1 According to Their Exact  
Word and Synonymic Word Scores.

Rank	Subject	Exact Word Score	Subject	Synonymic Word Score
1	1	32	1	70
2	2	50	2	82
3	3	66	3	98
4	4	66	7	106
5	5	70	4	107
6	6	70	8	107
7	7	71	6	108
8	8	71	14	114
9	9	77	10	114
10	10	77	11	115
11	11	78	17	117
12	12	79	13	122
13	13	80	9	124
14	14	82	15	125
15	15	83	12	126
16	16	84	5	127
17	17	85	21	127
18	18	86	19	131
19	19	87	18	132
20	20	90	16	132
21	21	93	22	138
22	22	96	20	138

The ranked order of the subjects from School No.2 when the Cloze tests are graded with both the exact word and synonymic word scoring methods is presented in Table 5.19. In order to achieve a discernible difference in ranked order the subjects have been ranked by their total scores from both the 50 word deletion and 100 word deletion Cloze Tests. Only those subjects who completed both tests have been included.

With the exception of subjects no. 6 and no. 11 (up 6 and 7 places on synonymic score respectively) and subject no. 9 (down 4 places on synonymic score, Table 5.19 shows there is no discernible difference in the subject's ranked order when the tests are graded with either the exact word or synonymic word scoring methods.

**Table 5.19**  
**Ranking of Subjects From School No. 2 According to Their Exact**  
**Word and Synonymic Word Scores.**

Rank	Subject	Exact Word Score	Subject	Synonymic Word Score
1	1	55	4	87
2	2	56	2	90
3	3	56	1	91
4	4	58	3	94
5	5	59	9	96
6	6	65	5	96
7	7	65	8	98
8	8	65	10	108
9	9	67	7	109
10	10	68	13	109
11	11	68	12	110
12	12	69	6	112
13	13	69	14	113
14	14	70	17	114
15	15	72	15	116
16	16	74	16	119
17	17	75	20	120
18	18	76	11	121
19	19	80	18	121
20	20	84	19	121
21	21	88	21	126

## Chapter 6

### Discussion and Conclusions

The purpose of the study is to provide guidelines to classroom teachers for the construction of valid and reliable Cloze Comprehension Tests for the practical application in the classroom. This chapter discusses the implications of the results for each research question and conclusions are drawn.

During the course of this chapter the answers to the research questions will be addressed in the following manner. First of all, in response to Research Questions 1-4, the validity and reliability of the 50 and 100 word deletion Cloze Tests when graded with the exact word scoring method will be discussed. This is followed by a discussion of the validity and reliability of the 50 and 100 word deletion Cloze Tests when graded with the synonymic word scoring method. Finally, in response to research question no. 5, the relationship between the exact word scoring method and the synonymic word scoring method will be discussed.

#### Research Question No. 1

Is the 50 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) the exact word scoring method is used?
- b) the synonymic word scoring method is used?



### **Research Question No. 2**

Is the 100 word deletion method of Cloze Comprehension Testing a valid measure of reading comprehension when:

- a) the exact word scoring method is used?
- b) the synonymic word scoring method is used?

### **Research Question No. 3**

Is the 50 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) the exact word scoring method is used?
- b) the synonymic word scoring method is used?

### **Research Question No. 4**

Is the 100 word deletion method of Cloze Comprehension Testing a reliable measure of reading comprehension when:

- a) the exact word scoring method is used?
- b) the synonymic word scoring method is used?

## 50 Word Deletion Cloze Tests

### Exact Word Scoring Method

Concurrent validity was established for three of the four 50 word deletion Cloze Tests, A1EX (5th) (0.59,  $p < .05$ ), A2EX (6th) (0.77,  $p < .01$ ) and B2EX (6th) (0.70,  $p < .05$ ) presented in Table 5.4, in that they were significantly correlated with the Gap Reading Comprehension Test. Cloze Test B1EX (5th) was not significantly correlated with the Gap Test. In order to determine a possible reason for Cloze Test B1EX not being significantly correlated with the Gap the mean Gap Test score of the group who completed Cloze Test B1EX was investigated. This showed that this particular group had the highest mean score on the Gap Test (34). An analysis of the types of words deleted in the Cloze Tests was then undertaken. This showed Cloze Test B1EX had 34 (68%) content words and 16 (32%) function words deleted from the passage. This is in contrast to the B2EX version of the test which had 28 (56%) content words and 22 (44%) function words deleted from the passage. As Alderson (1980) stated, the difference in the cloze test scores may be due to the difference in the particular words deleted from the passage. An analysis of the Gap Reading Comprehension Test revealed that 70% of the words deleted from the passages were function words. This could be a possible explanation for the insignificant relationship between this test (B1EX) and the Gap Test. As the Gap Test contains 43 deletions, it would therefore be expected that a 50 word deletion Cloze Test with a high degree of function words deleted would have a higher correlation with the Gap Test.

Reliability coefficients presented in Table 5.10 show the internal consistency of the 50 word deletion exact word tests to be very low. Correlation coefficients ranged from -0.013 (B1EX) to 0.55 (A2EX) with no split-half versions of the tests being significantly correlated.

The scores obtained on the 50 word deletion Cloze Tests beginning at the fifth word (A1EX and B1EX) and the sixth word (A2EX and B2EX) were then combined (AB1EX and AB2EX respectively) and correlated with the Gap Reading Comprehension Test to assess the concurrent validity of the parallel forms. This procedure was performed in order to discover whether the low reliability results could be attributed to the small number of subjects who took each parallel form of the test. This showed only parallel form AB2EX to be significantly correlated with the Gap Test (0.51,  $p < .05$ ) see Table 5.5. Analysis of the types of words deleted showed parallel form AB2EX had 44% function words deleted while parallel form AB1EX had 40% function words deleted. Split-half reliability of the parallel forms, presented in Table 5.11, showed both parallel forms proved to be significantly correlated at the .05 level with coefficients of 0.42 (AB1EX) and 0.51 (AB2EX).

## 100 Word Deletion Cloze Tests

### Exact Word Scoring Method

Concurrent validity was established for Cloze Tests A3EX (5th) (0.88,  $p < .001$ ), A4EX (6th) (0.65,  $p < .05$ ) and B3EX (5th) (0.88,  $p < .001$ ). Cloze Test B4EX (6th) was not significantly correlated with the Gap Test. The two tests with the highest percentage of function words deleted (A3EX 49% and B3EX 46%) showed the highest correlation with the Gap Test. Split-half reliability coefficients, presented in Table 5.13, of three tests were significant; Cloze Tests A3EX (0.84,  $p < .001$ ), B3EX (0.77,  $p < .05$ ) and B4EX (0.59,  $p < .05$ ). The split half reliability coefficient for Cloze Test A4EX (40% function words deleted) was not significant. Parallel forms of the Cloze Tests presented in Table 5.8 show parallel forms AB3EX (A3EX and B3EX) (0.89,  $p < .001$ ) and AB4EX (A4EX and B4EX) (0.43,  $p < .05$ ) to be significantly correlated with the Gap Reading Comprehension Test.

Split-half reliability of the the parallel forms, presented in Table 5.14, show only parallel form AB3EX (0.67,  $p < .001$ ) to be reliable. This form had 47% function words deleted, while parallel form AB4EX, where split-half reliability was not significant, had only 41% of the function words deleted.

### Conclusion

The results would appear to support Mahmoud (1977, cited in Rand, 1978, p.63) and Sciarone et al., (1989) who recommended a minimum of 100 word deletions for cloze tests to be reliable and contradict Bachman (1985) and Rand (1978) who found reliability could be attained by 30 and 25 deletions respectively. While concurrent validity was established for three

out of the four 50 word deletion Cloze Tests (A1EX, A2EX and B2EX) reliability was not. Reliability was only established on three of the four 100 word deletion versions of the Cloze Tests (A3EX, A4EX and B3EX). This would appear to support Sciarone et al., (1989) who contended that there was a need for a large number of deletions to remove the possibility of the deletions falling in with the rhythm of the language and removing key elements from the passage. Taylor (1953, p.419) was also of this opinion stating that longer passages would increase the prospect of the rhythm of the language breaking with the regular deletions. This was particularly evident in Cloze Test B1EX where 68% of content words and 32% of function words were deleted in this 50 word deletion test. In the 100 word deletion version of this test (B3EX) the percentage of content and function words were deleted in a more balanced fashion, 54% content words and 46% function words. Cloze Test B3EX was significantly correlated with the Gap Reading Comprehension Test at the .001 level, perhaps because of the balance of deleted content and function words.

Alderson (1980) argued that random deletion ignored the syntactical-semantic relationship in the text and that the inconsistency in the results would be dependent on what proportion of syntactic and textual function words were deleted. As this study did not investigate this particular issue, it is impossible to know if the frequency of deleting function words was responsible for the inconsistency of results for some of the tests and the low split-half reliability of the 100 word deletion tests, but the results would indicate that these are possible explanations. It would appear that the closer the percentage of content and function words deleted is to a 50/50 ratio the greater the chances of achieving split-half reliability on the tests.

The results then indicate that 50 and 100 word deletion Cloze Tests, using random deletions and graded with the exact word scoring method, were in six out of eight cases, valid measures of comprehension. To increase the likelihood of achieving reliability, construct Cloze

Tests with 100 word deletions. This is necessary to ensure that the deletions do not fall in with the rhythm of the language and delete a high proportion of one particular type of word.

### 50 and 100 Word Deletion Cloze Tests

#### Synonymic Word Scoring Method

Concurrent validity was established for seven of the eight Cloze Tests graded with the synonymic word scoring method. These were 50 word deletion Cloze Tests A1SYN (0.81,  $p < .001$ ), A2SYN (0.80,  $p < .01$ ), and B2SYN (0.81,  $p < .01$ ), presented in Table 5.6, and 100 word deletion Cloze Tests A3SYN (0.78,  $p < .01$ ), A4SYN (0.65,  $p < .05$ ), B3SYN (0.85,  $p < .01$ ) and B4SYN (0.71,  $p < .05$ ), presented in Table 5.9. This was achieved by correlating the scores on all the above tests with the scores on the Gap Reading Comprehension Test. The only Cloze Test graded with the synonymic scoring method that was not significantly correlated with the Gap Test was B1SYN (0.47). This test was the synonymic version of Cloze Test B1EX (0.32). As discussed earlier it seems that this test may be insignificantly correlated with the Gap Test because of the low ratio of function words deleted in the passage.

Split-half reliability was established for seven of the eight tests scored with the synonymic word method. These were 50 word deletion Cloze Tests A1SYN (0.83,  $p < .001$ ), A2SYN (0.84,  $p < .01$ ) and B1SYN (0.59,  $p < .05$ ), presented in Table 5.12, and 100 word deletion Cloze Tests A3SYN (0.99,  $p < .001$ ), A4SYN (0.71,  $p < .05$ ), B3SYN (0.80,  $p < .01$ ) and B4SYN (0.73,  $p < .01$ ), presented in Table 5.15. The only Cloze Test where split-half reliability was not established was B2SYN.

It is interesting to note that three of the four 50 word deletion Cloze Tests, where split-half reliability was not established when graded with the exact word method, established split-half reliability when graded with the synonymic word method. Cloze Test B1 exemplified this with an internal consistency coefficient of -0.013 in the exact word version of the test and an internal consistency coefficient of 0.59 ( $p < .05$ ) in the synonymic version of the test.

This pattern continued with the 100 word deletion versions with split-half reliability not established for Cloze Test A4 (0.44) when graded with the exact word method, but was established when graded with the synonymic word method (0.71,  $p < .05$ ).

### Conclusion

The arguments put forward for the use of exact word grading of cloze tests over the synonymic word scoring method focus on the objectivity of scoring when using the exact word scoring method (Alexander, 1968; Rankin, 1958; Smith and Zinc, 1977; Wiechelman, 1971, cited in Henk & Selders, 1984, p.282). While this is true, the results would suggest that there are other considerations when deciding on which method of grading to use.

Of the 8 Cloze Tests graded with the synonymic scoring method, 7 were shown to have a strong relationship with the Gap Reading Comprehension Test, with all correlation coefficients, except for B1SYN, being significant in a range of 0.65 to 0.85. Taylor (1956, p.48) suggested that there was no advantage to be gained by going to the trouble of judging and scoring synonyms and the subsequent research since has tended to support this view (Anderson, 1972; McKenna, 1976; Ruddell, 1964, cited in Henk, 1981, p.348). However, the results of this study do not support Taylor (1956). While it was true that in relation to the concurrent validity correlations with the Gap Reading Comprehension Test there was no

advantage to be gained, this was not the case with the split-half reliability of the tests. When the split-half reliability is taken into consideration, the results of this study show that there was indeed an advantage to be gained 'by going to the trouble' of grading cloze tests with the synonymic scoring method. The split-half reliability of all tests was increased by the use of synonymic scoring. Four of the tests that did not show split-half reliability using the exact word method were reliable when graded with the synonymic word scoring method.

In summary, there is a high degree of relationship between cloze tests using the synonymic word scoring method and the Gap Reading Comprehension Test. When assessing the advantages of using the synonymic method purely in relation to its correlation with the Gap Test, the results would show no advantage in grading tests with the synonymic method. When taking the reliability of the tests into consideration, the results show a distinct advantage in using the synonymic method to achieve increased reliability.

### Synonymic Versus Exact Word

#### Research Question No.5

To what extent do measures using the synonymic word method of cloze grading correlate with the exact word method of cloze grading?

Table 5.16 presents the correlation coefficients for all Cloze Tests prefixed A, which were taken from the story 'Kiya the Gull', and graded with the exact word and synonymic word scoring methods. The results show a high degree of relationship between the synonymic word scoring method and the exact word scoring method. Correlation coefficients range from 0.82 to 0.92 with all tests significantly correlated ( $p < .001$ ). Table 5.17 presents the correlation coefficients for all Cloze Tests prefixed B, which were taken from the story 'Hattie the



Backstage Bat', and graded with the exact word and synonymic word scoring methods. Again the results show a high degree of relationship between the synonymic word and exact word scoring method. Correlation coefficients range from 0.71 (B1EX,  $p < .01$ ) to 0.93 with Cloze Tests B2EX/SYN, B3EX/SYN and B4EX/SYN significantly correlated at the .001 level.

The ranked orders of the subjects from both schools according to their synonymic and exact word scores are presented in Tables 5.18 and 5.19. These tables show that 7 out of 43 students, subjects no.14 and no.17 (down 6 places on synonymic score) and subjects no.9 and no.16 (up 4 places on synonymic score) in Table 5.18, and subjects no.6 and no.11 (up 6 and 7 places respectively on synonymic score) and subject no.9 (down 4 places on synonymic score) in Table 5.19, had their ranked order changed as a result of grading the tests with the exact word and synonymic word scoring methods. It is assumed that the lower ranking of certain students on the tests graded with the synonymic word method, was due to a general increase in the other student's ability to complete the test when appropriate synonyms were scored as correct.

### Conclusion

The results show that there is a close relationship between Cloze Tests graded with the exact word scoring method and the synonymic word scoring method. The close relationship would suggest there is little advantage in grading tests by the synonymic word method and support the evidence for the use of the exact word scoring method for ease and objectivity in marking the tests. (Alexander (1968); Rankin, 1968; Smith and Zinc, 1977; Taylor, 1956; Wiechelman, 1971, cited in Henk and Selders, 1984, p.282). Bachman (1967, cited in Rye, 1982, p.20) also stated the case for exact word scoring suggesting that the marking of synonyms would not significantly affect the results if the cloze passages were long enough.

The consistency of the ranked order of the subjects in both conditions in this study would also support the research of Anderson (1972), Hargis (1972), McKenna (1976), and Ruddell (1964, cited in Henk, 1981, p.348) who found no appreciable differences in rank were obtained through synonymic scoring.

### Summary and Recommendations

Three out of the four 50 word deletion Cloze Tests and three out of the four 100 word deletion Cloze Tests, graded with the exact word scoring method, were shown to be valid measures of reading comprehension in that they were significantly correlated with the Gap Reading Comprehension Test a widely used standardised reading test. All four of the 50 word deletion versions of the exact word tests were shown to be deficient in split-half reliability, which was achieved on three out of the four 100 word deletion exact word tests. This would suggest that while neither 50 nor 100 word deletion Cloze Tests can guarantee validity or reliability when graded with the exact word method, the 100 word deletion Cloze Tests were shown to be the more reliable measure of reading comprehension.

As with the exact word versions, the 50 word deletion synonymic versions of the Cloze Tests showed three out of the four tests to be valid measures of reading comprehension when correlated with the Gap Reading Comprehension Test. All four 100 word deletion Cloze Tests graded with the synonymic word scoring method were shown to be valid measures of reading comprehension. Three out of the four 50 word deletion Cloze Tests were shown to be have split-half reliability, while this was achieved in all four of the 100 word deletion Cloze Tests graded with the synonymic word scoring methods. This would suggest that while reliability can be achieved using 50 word deletion Cloze Tests, graded with the synonymic word scoring method, the 100 word deletion method, graded with the synonymic word scoring method, is the more reliable measure of reading comprehension.

The low percentage of function words deleted in some of the tests appeared to cause some inconsistencies in the results of both forms of the tests, reinforcing Alderson's (1980) argument, that the differences in cloze test scores may not be due to differences in deletion frequency but to differences in the particular words deleted. The use of 100 word deletions

appeared to correct this imbalance supporting Taylor's (1953) contention that the longer the passage the greater the prospect of the deletions breaking with the rhythm of the language, and also supports the views of Sciarone et al., (1989) who recommended 100 word deletions for cloze tests to be reliable. As this study did not directly address the question of the types of words deleted from a passage, future research should address this issue to determine if the differences in cloze scores are due to the types of words deleted.

This study has limited reading comprehension to the children's ability to complete the cloze procedure and the results should be assessed in this context. The conclusions about the validity of the tests are limited to the correlation with the Gap Reading Comprehension Test. Further research should replicate this study with other standardised reading comprehension tests such as the Progressive Achievement Test (PAT) or the Torch Tests of Reading Comprehension to ascertain if these results would be reproduced.

The results also showed that the synonymic word method of cloze grading correlated highly with the exact word method of cloze grading. This would appear to confirm previous research which suggests there is no advantage to be gained from grading cloze tests with the synonymic word method (Taylor, 1956; Bachman, 1967, cited in Rye, 1982, p.20) and support the arguments for the use of the exact word method (Alexander, 1968; Rankin, 1968; Smith and Zinc, 1977; Wiechelman, 1971, cited in Henk and Selders, 1984 p.282). There was a small variation in the ranked order of the subjects between the synonymic and exact word scoring methods, supporting the research of Anderson (1972), Hargis (1972), McKenna (1976) and Ruddell (1964, cited in Henk, 1981, p.348).

The basis of the argument for the exact word scoring method focuses on the elimination of subjectivity in marking and the variability of an individual's cloze score (Henk et al., 1984, p.284). The results of this study indicate that the reliability of the cloze tests should

also be taken into consideration. The split-half reliability of all the Cloze Tests in this study increased with synonymic scoring. A synonymic scoring key was established for the Cloze Tests in this study by presenting the tests to qualified teachers for completion. While this method would be impractical for classroom use, in agreement with Anderson (1972), Bormuth (1965), Miller and Coleman (1967, cited in Henk et al., 1984, p.286) and Henk (1981), it is recommended that responses that preserve meaning should be counted.

### Implications for Classroom Teachers.

The previous discussion of findings suggest that a reasonably reliable and valid test of comprehension can be constructed by using the cloze method. Even with validity and reliability established on a test, Rye (1982) suggested that teachers should analyse the results with three questions in mind.

- 1) What was the purpose behind my using the test?
- 2) Do the results show me particular areas of strengths and weaknesses?
- 3) How am I going to direct my teaching to help the child's needs?

An analysis of cloze test results should not just become a simple assignment of a particular score to a particular student. The scores obtained from the use of cloze procedures, as with any reading tests, should be treated with caution. With a cloze score of 60% or a standardised reading test age of 9 years 11 months, it is only possible to say that on a particular day, on a particular test, in a particular context, a child obtained a score of 60% or a reading age equivalent to 9 years 11 months. The results of any test can be influenced by a variety of extraneous variables, context, reader and text, and this should be taken into consideration in any analysis.

On the basis of the previous findings and discussion, the following guidelines are recommended for random deletion tests in which the deletions are made every fifth word throughout the passage.

1) In order to increase validity and prevent the deletions falling in with the rhythm of the language, and deleting key elements from the passage, 100 word deletions are recommended.

2) In order to ensure the reliability of cloze tests the synonymic word scoring method should be employed. It is advised that this should be achieved through increased training and guidelines for classroom teachers when grading synonyms, such as judging the synonym at the sentence level in regard to the context of the passage and not evaluating the answer at the word level only.

3) The use of the synonymic scoring method will render the criteria for judging cloze scores (frustration level, below 44%, instructional level, 44-57% and independent level, above 57%) developed by Bormuth (1968, cited in Lipson et al., 1991 p.408) invalid as they were based on the exact word scoring method.

4) Teachers should have a clear purpose for testing and should exhibit caution in their interpretation of a test score.

5) It is recommended that cloze tests be used in the classroom as a diagnostic tool rather than a general measure of reading comprehension ability. This diagnostic approach should focus on an analysis of the type of errors made in reference to their semantic and syntactic acceptability.

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## **Appendices**

### **Appendix A**

#### **Cloze Test A1**

#### **Story - Kiya the Gull**

#### **50 Word Deletions Beginning at the Fifth Word**

## CLOZE TEST A1

### KIYA THE GULL

by Fen. H. Lasell

Kiya was a free bird. From dawn to sundown \_\_\_\_\_ would sweep the sky, \_\_\_\_\_ sand, the sea, looking \_\_\_\_\_ food. He kept a \_\_\_\_\_ eye on the harbour \_\_\_\_\_ pick up after the \_\_\_\_\_. On the beach he \_\_\_\_\_ the children and ate \_\_\_\_\_ sandwiches they couldn't finish. \_\_\_\_\_ all sea gulls he \_\_\_\_\_ willing to eat almost \_\_\_\_\_.

Kiya began the day \_\_\_\_\_ dawn. He left the \_\_\_\_\_ island where he lived \_\_\_\_\_ went right to the \_\_\_\_\_. He wanted to be \_\_\_\_\_ when the fishermen came \_\_\_\_\_ clean their fish.

This \_\_\_\_\_ no fishermen were in, \_\_\_\_\_ the sea had left \_\_\_\_\_ the rocky beach a \_\_\_\_\_ of seaweed, crabs, and \_\_\_\_\_ - all tangled in wire.

\_\_\_\_\_ flew around the bundle. \_\_\_\_\_ he had found it \_\_\_\_\_ safe, he went to \_\_\_\_\_. He had to pick \_\_\_\_\_ the seaweed to reach \_\_\_\_\_ snails and crabs. But \_\_\_\_\_ wire kept getting in \_\_\_\_\_ way.

Kiya had to \_\_\_\_\_ at the wire until \_\_\_\_\_ end came free. Then \_\_\_\_\_ put his head in \_\_\_\_\_ opening and pulled out \_\_\_\_\_ seaweed.

Other gulls, hungry \_\_\_\_\_ breakfast, joined him. They \_\_\_\_\_ at the wire and \_\_\_\_\_ out the seaweed. They \_\_\_\_\_ what they could. They \_\_\_\_\_ away with snails in \_\_\_\_\_ bills to break the \_\_\_\_\_ shells by dropping them \_\_\_\_\_ rocks.

When the party \_\_\_\_\_ over, Kiya found that  
\_\_\_\_\_ it was he who \_\_\_\_\_ tangled in the wire.

"\_\_\_\_\_ - kiya - kiya," he cried.

\_\_\_\_\_ harder he tried to \_\_\_\_\_ himself, the  
tighter the \_\_\_\_\_ pulled. At last he freed his wings, but a  
loop of wire bound his back and one leg so tightly that he  
could not move it.



## **Appendix B**

### **Cloze Test A2**

#### **Story - Kiya the Gull**

##### **50 Word Deletions Beginning at the Sixth Word**

## CLOZE TEST A2

### KIYA THE GULL

by Fen. H. Lasell

Kiya was a free bird. From dawn to sundown he \_\_\_\_\_ sweep the sky, the \_\_\_\_\_, the sea, looking for \_\_\_\_\_. He kept a close \_\_\_\_\_ on the harbour to \_\_\_\_\_ up after the fishermen. \_\_\_\_\_ the beach he watched \_\_\_\_\_ children and ate the \_\_\_\_\_ they couldn't finish. Like \_\_\_\_\_ sea gulls he was \_\_\_\_\_ to eat almost anything.

\_\_\_\_\_ began the day at \_\_\_\_\_. He left the little \_\_\_\_\_ where he lived and \_\_\_\_\_ right to the harbour. \_\_\_\_\_ wanted to be there \_\_\_\_\_ the fishermen came to \_\_\_\_\_ their fish.

This morning \_\_\_\_\_ fishermen were in, but \_\_\_\_\_ sea had left on \_\_\_\_\_ rocky beach a bundle \_\_\_\_\_ seaweed, crabs, and snails - \_\_\_\_\_ tangled in wire.

Kiya \_\_\_\_\_ around the bundle. When \_\_\_\_\_ had found it quite \_\_\_\_\_, he went to work. \_\_\_\_\_ had to pick out \_\_\_\_\_ seaweed to reach the \_\_\_\_\_ and crabs. But the \_\_\_\_\_ kept getting in his \_\_\_\_\_.

Kiya had to tug \_\_\_\_\_ the wire until one \_\_\_\_\_ came free. Then he \_\_\_\_\_ his head in the \_\_\_\_\_ and pulled out the \_\_\_\_\_.

Other gulls, hungry for \_\_\_\_\_, joined him. They pulled \_\_\_\_\_ the wire and pulled \_\_\_\_\_ the seaweed. They ate \_\_\_\_\_ they could. They flew \_\_\_\_\_ with snails in their \_\_\_\_\_ to break the hard \_\_\_\_\_ by dropping them on \_\_\_\_\_.

When the party was \_\_\_\_\_, Kiya found that now \_\_\_\_\_ was he who was \_\_\_\_\_ in the wire.

"Kiya - \_\_\_\_\_ - kiya," he cried.

The \_\_\_\_\_ he tried to free \_\_\_\_\_, the tighter the wire \_\_\_\_\_. At last he freed his wings, but a loop of wire bound his back and one leg so tightly that he could not move it.

## **Appendix C**

### **Cloze Test A3**

#### **Story - Kiya the Gull**

#### **100 Word Deletions Beginning at the Fifth Word**

### CLOZE TEST A3

#### KIYA THE GULL

by Fen. H. Lasell

Kiya was a free bird. From dawn to sundown \_\_\_\_\_ would sweep the sky, \_\_\_\_\_ sand, the sea, looking \_\_\_\_\_ food. He kept a \_\_\_\_\_ eye on the harbour \_\_\_\_\_ pick up after the \_\_\_\_\_. On the beach he \_\_\_\_\_ the children and ate \_\_\_\_\_ sandwiches they could't finish. \_\_\_\_\_ all sea gulls he \_\_\_\_\_ willing to eat almost \_\_\_\_\_.

Kiya began the day \_\_\_\_\_ dawn. He left the \_\_\_\_\_ island where he lived \_\_\_\_\_ went right to the \_\_\_\_\_. He wanted to be \_\_\_\_\_ when the fishermen came \_\_\_\_\_ clean their fish.

This \_\_\_\_\_ no fishermen were in, \_\_\_\_\_ the sea had left \_\_\_\_\_ the rocky beach a \_\_\_\_\_ of seaweed, crabs, and \_\_\_\_\_ - all tangled in wire.

\_\_\_\_\_ flew around the bundle. \_\_\_\_\_ he had found it \_\_\_\_\_ safe, he went to \_\_\_\_\_. He had to pick \_\_\_\_\_ the seaweed to reach \_\_\_\_\_ snails and crabs. But \_\_\_\_\_ wire kept getting in \_\_\_\_\_ way.

Kiya had to \_\_\_\_\_ at the wire until \_\_\_\_\_ end came free. Then \_\_\_\_\_ put his head in \_\_\_\_\_ opening and pulled out \_\_\_\_\_ seaweed.

Other gulls, hungry \_\_\_\_\_ breakfast, joined him. They \_\_\_\_\_ at the wire and \_\_\_\_\_ out the seaweed. They \_\_\_\_\_ what they could. They \_\_\_\_\_ away with snails in \_\_\_\_\_ bills to break the \_\_\_\_\_ shells by dropping them \_\_\_\_\_ rocks.

When the party \_\_\_\_\_ over, Kiya found that \_\_\_\_\_ it was he who \_\_\_\_\_ tangled in the wire.

"\_\_\_\_\_ - kiya - kiya," he cried.

\_\_\_\_\_ harder he tried to \_\_\_\_\_ himself, the tighter the \_\_\_\_\_ pulled. At last he \_\_\_\_\_ his wings, but a \_\_\_\_\_ of wire bound his \_\_\_\_\_ and one leg so \_\_\_\_\_ that he could not \_\_\_\_\_ it.

A boy was \_\_\_\_\_ in his boat watching \_\_\_\_\_ gulls. When he saw \_\_\_\_\_ trouble, he got out \_\_\_\_\_ ran toward the bird. \_\_\_\_\_ frightened Kiya flapped his \_\_\_\_\_ and rose out of \_\_\_\_\_, even though the wire \_\_\_\_\_ into his back and \_\_\_\_\_.

The bird glided over \_\_\_\_\_ the sandy beach and \_\_\_\_\_ a clumsy landing on \_\_\_\_\_ foot. He hopped along \_\_\_\_\_ cool, hard sand near \_\_\_\_\_ water, dragging part of \_\_\_\_\_ wire that bound him.

\_\_\_\_\_ were already gathering on \_\_\_\_\_ beach for a day \_\_\_\_\_ the sun.

"Look at \_\_\_\_\_ seagull!" someone called "He's \_\_\_\_\_ tangled up in something."

\_\_\_\_\_ ran toward Kiya. Hands \_\_\_\_\_ out for him. Beating \_\_\_\_\_ wings, Kiya managed to \_\_\_\_\_ himself again.

He flew \_\_\_\_\_ the high dune where \_\_\_\_\_ seagulls perch at noon. \_\_\_\_\_ other gulls were still \_\_\_\_\_ looking for their morning \_\_\_\_\_. Hungry as Kiya was, \_\_\_\_\_ hurt him too much \_\_\_\_\_ fly. He wanted only \_\_\_\_\_ be left in peace.

\_\_\_\_\_ children came to climb \_\_\_\_\_ dune and slide down \_\_\_\_\_ warm sand.

"Look!" one \_\_\_\_\_. "That seagull is all \_\_\_\_\_  
up. Let's catch him.!"

\_\_\_\_\_ watched the children come \_\_\_\_\_ and  
closer. He spread \_\_\_\_\_ wings and tried to \_\_\_\_\_. At  
last he rose \_\_\_\_\_ of their reach.

Kiya \_\_\_\_\_ on the water. The \_\_\_\_\_ waves  
washed his cuts. \_\_\_\_\_ bobbed on the waves and let them draw  
him out to sea. How was he going to get rid of the wire?

## **Appendix D**

### **Cloze Test A4**

#### **Story - Kiya the Gull**

#### **100 Word Deletions Beginning at the Sixth Word**



## CLOZE TEST A4

### KIYA THE GULL

by Fen. H. Lasell

Kiya was a free bird. From dawn to sundown he \_\_\_\_\_ sweep the sky, the \_\_\_\_\_, the sea, looking for \_\_\_\_\_. He kept a close \_\_\_\_\_ on the harbour to \_\_\_\_\_ up after the fishermen. \_\_\_\_\_ the beach he watched \_\_\_\_\_ children and ate the \_\_\_\_\_ they couldn't finish. Like \_\_\_\_\_ sea gulls he was \_\_\_\_\_ to eat almost anything.

\_\_\_\_\_ began the day at \_\_\_\_\_. He left the little \_\_\_\_\_ where he lived and \_\_\_\_\_ right to the harbour. \_\_\_\_\_ wanted to be there \_\_\_\_\_ the fishermen came to \_\_\_\_\_ their fish.

This morning \_\_\_\_\_ fishermen were in, but \_\_\_\_\_ sea had left on \_\_\_\_\_ rocky beach a bundle \_\_\_\_\_ seaweed, crabs, and snails - \_\_\_\_\_ tangled in wire.

Kiya \_\_\_\_\_ around the bundle. When \_\_\_\_\_ had found it quite \_\_\_\_\_, he went to work. \_\_\_\_\_ had to pick out \_\_\_\_\_ seaweed to reach the \_\_\_\_\_ and crabs. But the \_\_\_\_\_ kept getting in his \_\_\_\_\_.

Kiya had to tug \_\_\_\_\_ the wire until one \_\_\_\_\_ came free. Then he \_\_\_\_\_ his head in the \_\_\_\_\_ and pulled out the \_\_\_\_\_.

Other gulls, hungry for \_\_\_\_\_, joined him. They pulled \_\_\_\_\_ the wire and pulled \_\_\_\_\_ the seaweed. They ate \_\_\_\_\_ they could. They flew \_\_\_\_\_ with snails in their \_\_\_\_\_ to break the hard \_\_\_\_\_ by dropping them on \_\_\_\_\_.

When the party was \_\_\_\_\_, Kiya found that now \_\_\_\_\_ was he who was \_\_\_\_\_ in the wire.

"Kiya - \_\_\_\_\_ - kiya," he cried.

The \_\_\_\_\_ he tried to free \_\_\_\_\_, the tighter the wire \_\_\_\_\_. At last he freed \_\_\_\_\_ wings, but a loop \_\_\_\_\_ wire bound his back \_\_\_\_\_ one leg so tightly \_\_\_\_\_ he could not move \_\_\_\_\_.

A boy was sitting \_\_\_\_\_ his boat watching the \_\_\_\_\_. When he saw Kiya's \_\_\_\_\_, he got out and \_\_\_\_\_ toward the bird. The \_\_\_\_\_ Kiya flapped his wings \_\_\_\_\_ rose out of reach, \_\_\_\_\_ though the wire cut \_\_\_\_\_ his back and leg.

\_\_\_\_\_ bird glided over to \_\_\_\_\_ sandy beach and made \_\_\_\_\_ clumsy landing on one \_\_\_\_\_. He hopped along the \_\_\_\_\_, hard sand near the \_\_\_\_\_, dragging part of the \_\_\_\_\_ that bound him.

People \_\_\_\_\_ already gathering on the \_\_\_\_\_ for a day in \_\_\_\_\_ sun.

"Look at the \_\_\_\_\_!" someone called "He's all \_\_\_\_\_ up in something."

People \_\_\_\_\_ toward Kiya. Hands reached \_\_\_\_\_ for him. Beating his \_\_\_\_\_, Kiya managed to raise \_\_\_\_\_ again.

He flew to \_\_\_\_\_ high dune where the \_\_\_\_\_ perch at noon. The \_\_\_\_\_ gulls were still away \_\_\_\_\_ for their morning meal. \_\_\_\_\_ as Kiya was, it \_\_\_\_\_ him too much to \_\_\_\_\_. He wanted \_\_\_\_\_ y to \_\_\_\_\_ left in peace.

Then \_\_\_\_\_ came to climb the \_\_\_\_\_ and slide down the \_\_\_\_\_ sand.

"Look!" one cried. "\_\_\_\_\_ seagull is all tangled \_\_\_\_\_. Let's catch him.!"

Kiya \_\_\_\_\_ the children come closer \_\_\_\_\_ closer. He spread his \_\_\_\_\_ and tried to fly. \_\_\_\_\_ last he rose out \_\_\_\_\_ their reach.

Kiya landed \_\_\_\_\_ the water. The cool \_\_\_\_\_ washed his cuts. He \_\_\_\_\_ on the waves and let them draw him out to sea. How was he going to get rid of the wire?

## **Appendix E**

### **Cloze Test B1**

#### **Story - Hattie the Backstage Bat**

**50 word Deletions Beginning at the Fifth Word**

## CLOZE TEST B1

### Hattie, the Backstage Bat

by Don Freeman

The backstage of a dark, empty theatre is a lonely place where only a bat would feel at home. To a little bat \_\_\_\_\_ Hattie, this was home.

\_\_\_\_\_ had lived in the \_\_\_\_\_ Theatre all her life, \_\_\_\_\_ she had never seen \_\_\_\_\_ green tree or a \_\_\_\_\_ house. She had never \_\_\_\_\_ in the bright moonlight \_\_\_\_\_ way other bats do.

\_\_\_\_\_ Hattie, the sky was \_\_\_\_\_ space high above the \_\_\_\_\_. Every night she flew \_\_\_\_\_ for hours at a \_\_\_\_\_, sweeping in and out \_\_\_\_\_ rafters and between the \_\_\_\_\_ curtains.

Then, when she \_\_\_\_\_ tired, she landed on \_\_\_\_\_ rope, folded her wings \_\_\_\_\_ against her sides, and \_\_\_\_\_ upside down by her \_\_\_\_\_ to sleep.

The only \_\_\_\_\_ who knew about Hattie \_\_\_\_\_ Mr. Collins. He came \_\_\_\_\_ every morning to clean.

\_\_\_\_\_ hadn't been a show \_\_\_\_\_ the old Grand Theater \_\_\_\_\_ quite a while, but \_\_\_\_\_ Collins was never lonely. \_\_\_\_\_ had Hattie. Once he \_\_\_\_\_ her a little hat \_\_\_\_\_ of things he found \_\_\_\_\_ an old trunk.

Each \_\_\_\_\_ Mr. Collins pulled his \_\_\_\_\_ to the middle of \_\_\_\_\_ stage and shared his \_\_\_\_\_ with his friend. He \_\_\_\_\_ that bats liked to \_\_\_\_\_ flowers, so he always \_\_\_\_\_ Hattie daisies.

While they \_\_\_\_\_, Hattie listened as Mr. \_\_\_\_\_ talked about the wonderful \_\_\_\_\_ that had been given \_\_\_\_\_ this very stage.

One \_\_\_\_\_ he had very important \_\_\_\_\_ to tell Hattie. "Starting \_\_\_\_\_, some actors are coming \_\_\_\_\_ to rehearse a new \_\_\_\_\_," he said. "That means \_\_\_\_\_ will have to stay \_\_\_\_\_ of sight. I don't \_\_\_\_\_ why, but people get very frightened when they see a bat flying around."

Then Mr. Collins began to shoo Hattie into the rafters.

## **Appendix F**

### **Cloze Test B2**

#### **Story - Hattie the Backstage Bat**

#### **50 Word Deletions Beginning at the Sixth Word**

CLOZE TEST 32

Hattie, the Backstage Bat

by Don Freeman

The backstage of a dark, empty theatre is a lonely place where only a bat would feel at home. To a little bat named \_\_\_\_\_, this was home.

Hattie \_\_\_\_\_ lived in the Grand \_\_\_\_\_ all her life, so \_\_\_\_\_ had never seen a \_\_\_\_\_ tree or a haunted \_\_\_\_\_. She had never flown \_\_\_\_\_ the bright moonlight the \_\_\_\_\_ other bats do.

For \_\_\_\_\_, the sky was the \_\_\_\_\_ high above the stage. \_\_\_\_\_ night she flew about \_\_\_\_\_ hours at a time, \_\_\_\_\_ in and out of \_\_\_\_\_ and between the stage \_\_\_\_\_.

Then, when she was \_\_\_\_\_, she landed on a \_\_\_\_\_, folded her wings tightly \_\_\_\_\_ her sides, and hung \_\_\_\_\_ down by her claws \_\_\_\_\_ sleep.

The only one \_\_\_\_\_ knew about Hattie was \_\_\_\_\_ Collins. He came in \_\_\_\_\_ morning to clean.

There \_\_\_\_\_ been a show in \_\_\_\_\_ old Grand Theater for \_\_\_\_\_ a while, but Mr. \_\_\_\_\_ was never lonely. He \_\_\_\_\_ Hattie. Once he made \_\_\_\_\_ a little hat out \_\_\_\_\_ things he found in \_\_\_\_\_ old trunk.

Each noontime \_\_\_\_\_ Collins pulled his chair \_\_\_\_\_ the middle of the \_\_\_\_\_ and shared his lunch \_\_\_\_\_ his friend. He knew \_\_\_\_\_ bats liked to eat \_\_\_\_\_, so he always brought \_\_\_\_\_ daisies.



While they ate, \_\_\_\_\_ listened as Mr. Collins  
\_\_\_\_\_ about the wonderful plays \_\_\_\_\_ had been given  
on \_\_\_\_\_ very stage.

One afternoon \_\_\_\_\_ had very important news  
\_\_\_\_\_ tell Hattie. "Starting today, \_\_\_\_\_ actors are  
coming here \_\_\_\_\_ rehearse a new play," \_\_\_\_\_ said.  
"That means you \_\_\_\_\_ have to stay out \_\_\_\_\_ sight. I  
don't know \_\_\_\_\_, but people get very frightened when they  
see a bat flying around."

Then Mr. Collins began to shoo Hattie into the rafters.

## **Appendix G**

### **Cloze Test B3**

#### **Story - Hattie the Backstage Bat**

#### **100 Word Deletions Beginning at the Fifth Word**

## Hattie, the Backstage Bat

by Don Freeman

The backstage of a dark, empty theatre is a lonely place where only a bat would feel at home. To a little bat \_\_\_\_\_ Hattie, this was home.

\_\_\_\_\_ had lived in the \_\_\_\_\_ Theatre all her life, \_\_\_\_\_ she had never seen \_\_\_\_\_ green tree or a \_\_\_\_\_ house. She had never \_\_\_\_\_ in the bright moonlight \_\_\_\_\_ way other bats do.

\_\_\_\_\_ Hattie, the sky was \_\_\_\_\_ space high above the \_\_\_\_\_. Every night she flew \_\_\_\_\_ for hours at a \_\_\_\_\_, sweeping in and out \_\_\_\_\_ rafters and between the \_\_\_\_\_ curtains.

Then, when she \_\_\_\_\_ tired, she landed on \_\_\_\_\_ rope, folded her wings \_\_\_\_\_ against her sides, and \_\_\_\_\_ upside down by her \_\_\_\_\_ to sleep.

The only \_\_\_\_\_ who knew about Hattie \_\_\_\_\_ Mr. Collins. He came \_\_\_\_\_ every morning to clean.

\_\_\_\_\_ hadn't been a show \_\_\_\_\_ the old Grand Theater \_\_\_\_\_ quite a while, but \_\_\_\_\_ Collins was never lonely. \_\_\_\_\_ had Hattie. Once he \_\_\_\_\_ her a little hat \_\_\_\_\_ of things he found \_\_\_\_\_ an old trunk.

Each \_\_\_\_\_ Mr. Collins pulled his \_\_\_\_\_ to the middle of \_\_\_\_\_ stage and shared his \_\_\_\_\_ with his friend. He \_\_\_\_\_ that bats liked to \_\_\_\_\_ flowers, so he always \_\_\_\_\_ Hattie daisies.

While they \_\_\_\_\_, Hattie listened as Mr. \_\_\_\_\_ talked about the wonderful \_\_\_\_\_ that had been given \_\_\_\_\_ this very stage.

One \_\_\_\_\_ he had very important \_\_\_\_\_ to tell Hattie. "Starting \_\_\_\_\_, some actors are coming \_\_\_\_\_ to rehearse a new \_\_\_\_\_," he said. "That means \_\_\_\_\_ will have to stay \_\_\_\_\_ of sight. I don't \_\_\_\_\_ why, but people get \_\_\_\_\_ frightened when they see \_\_\_\_\_ bat flying around."

Then \_\_\_\_\_ Collins began to shoo \_\_\_\_\_ into the rafters. "I'n \_\_\_\_\_ to have to do \_\_\_\_\_, my dear," he shouted, "\_\_\_\_\_ it's for your own \_\_\_\_\_ as well as mine. \_\_\_\_\_ want the play to \_\_\_\_\_ a success, don't we?"

\_\_\_\_\_ Hattie did as she \_\_\_\_\_ told. The actors had \_\_\_\_\_ idea a bat hung \_\_\_\_\_ above them as they \_\_\_\_\_ reading their parts in \_\_\_\_\_ play.

Day after day, \_\_\_\_\_ actors came in to \_\_\_\_\_ their parts until they \_\_\_\_\_ all their lines by \_\_\_\_\_. Day after day, Hattie \_\_\_\_\_ well out of sight. \_\_\_\_\_ was only late at \_\_\_\_\_ that Hattie flew down \_\_\_\_\_ the stage and ate \_\_\_\_\_ food that Mr. Collins \_\_\_\_\_ left for her.

One \_\_\_\_\_ Hattie heard the sound \_\_\_\_\_ hammering. The set for \_\_\_\_\_ play was being built \_\_\_\_\_ the stage. Hattie saw, \_\_\_\_\_ the first time in \_\_\_\_\_ life, not only a \_\_\_\_\_ but a three storey \_\_\_\_\_. It was a haunted \_\_\_\_\_. It even had a \_\_\_\_\_ attic made to order \_\_\_\_\_ a bat.

Weeks went \_\_\_\_\_, and finally there was \_\_\_\_\_ dress rehearsal. Hattie watched \_\_\_\_\_ surprise as an actor, \_\_\_\_\_ a long black cape \_\_\_\_\_ looking like a huge \_\_\_\_\_, began to climb in \_\_\_\_\_ out of the windows \_\_\_\_\_ the house.

"Why doesn't \_\_\_\_\_ fly the way I \_\_\_\_\_?" she asked herself. "I \_\_\_\_\_ show that actor how \_\_\_\_\_ act like a bat." \_\_\_\_\_ Hattie didn't dare move from the rafters.

Then, at last, it was opening night.

## **Appendix H**

### **Cloze Test B4**

#### **Story - Hattie the Backstage Bat**

**100 Word Deletions Beginning at the Sixth word.**

## CLOZE TEST B4

### Hattie, the Backstage Bat

by Don Freeman

The backstage of a dark, empty theatre is a lonely place where only a bat would feel at home. To a little bat named \_\_\_\_\_, this was home.

Hattie \_\_\_\_\_ lived in the Grand \_\_\_\_\_ all her life, so \_\_\_\_\_ had never seen a \_\_\_\_\_ tree or a haunted \_\_\_\_\_. She had never flown \_\_\_\_\_ the bright moonlight the \_\_\_\_\_ other bats do.

For \_\_\_\_\_, the sky was the \_\_\_\_\_ high above the stage. \_\_\_\_\_ night she flew about \_\_\_\_\_ hours at a time, \_\_\_\_\_ in and out of \_\_\_\_\_ and between the stage \_\_\_\_\_.

Then, when she was \_\_\_\_\_, she landed on a \_\_\_\_\_, folded her wings tightly \_\_\_\_\_ her sides, and hung \_\_\_\_\_ down by her claws \_\_\_\_\_ sleep.

The only one \_\_\_\_\_ knew about Hattie was \_\_\_\_\_ Collins. He came in \_\_\_\_\_ morning to clean.

There \_\_\_\_\_ been a show in \_\_\_\_\_ old Grand Theater for \_\_\_\_\_ a while, but Mr. \_\_\_\_\_ was never lonely. He \_\_\_\_\_ Hattie. Once he made \_\_\_\_\_ a little hat out \_\_\_\_\_ things he found in \_\_\_\_\_ old trunk.

Each noontime \_\_\_\_\_ Collins pulled his chair \_\_\_\_\_ the middle of the \_\_\_\_\_ and shared his lunch \_\_\_\_\_ his friend. He knew \_\_\_\_\_ bats liked to eat \_\_\_\_\_, so he always brought \_\_\_\_\_ daisies.

While they ate, \_\_\_\_\_ listened as Mr. Collins \_\_\_\_\_ about the wonderful plays \_\_\_\_\_ had been given on \_\_\_\_\_ very stage.

One afternoon \_\_\_\_\_ had very important news \_\_\_\_\_ tell Hattie. "Starting today, \_\_\_\_\_ actors are coming here \_\_\_\_\_ rehearse a new play," \_\_\_\_\_ said. "That means you \_\_\_\_\_ have to stay out \_\_\_\_\_ sight. I don't know \_\_\_\_\_, but people get very \_\_\_\_\_ when they see a \_\_\_\_\_ flying around."

Then Mr. \_\_\_\_\_ began to shoo Hattie \_\_\_\_\_ the rafters. "I'm sorry \_\_\_\_\_ have to do this, \_\_\_\_\_ dear," he shouted, "but \_\_\_\_\_ for your own good \_\_\_\_\_ well as mine. We \_\_\_\_\_ the play to be \_\_\_\_\_ success, don't we?"

So \_\_\_\_\_ did as she was \_\_\_\_\_. The actors had no \_\_\_\_\_ a bat hung high \_\_\_\_\_ then as they sat \_\_\_\_\_ their parts in the \_\_\_\_\_.

Day after day, the \_\_\_\_\_ came in to rehearse \_\_\_\_\_ parts until they knew \_\_\_\_\_ their lines by heart. \_\_\_\_\_ after day, Hattie kept \_\_\_\_\_ out of sight. It \_\_\_\_\_ only late at night \_\_\_\_\_ Hattie flew down to \_\_\_\_\_ stage and ate the \_\_\_\_\_ that Mr. Collins had \_\_\_\_\_ for her.

One morning \_\_\_\_\_ heard the sound of \_\_\_\_\_. The set for the \_\_\_\_\_ was being built on \_\_\_\_\_ stage. Hattie saw, for \_\_\_\_\_ first time in her \_\_\_\_\_, not only a tree \_\_\_\_\_ a three storey house. \_\_\_\_\_ was a haunted house. \_\_\_\_\_ even had a tower \_\_\_\_\_ made to order for \_\_\_\_\_ bat.



Weeks went by, \_\_\_\_\_ finally there was a  
\_\_\_\_\_ rehearsal. Hattie watched in \_\_\_\_\_ as an actor,  
wearing \_\_\_\_\_ long black cape and \_\_\_\_\_ like a huge  
bat, \_\_\_\_\_ to climb in and \_\_\_\_\_ of the windows of  
\_\_\_\_\_ house. .

"Why doesn't he \_\_\_\_\_ the way I do?" \_\_\_\_\_  
asked herself. "I could \_\_\_\_\_ that actor how to \_\_\_\_\_  
like a bat." But \_\_\_\_\_ didn't dare move from the rafters.

Then, at last, it was opening night.

## **Appendix J**

### **Cloze Test Scoring Keys**

## Cloze Tests A1 and A3

### Story - Kiya the Gull

#### Scoring Key

The first word is the original word from the passage.

- |                                           |                             |
|-------------------------------------------|-----------------------------|
| 1) he - Kiya                              | 20) on - along, at          |
| 2) the - search                           | 21) bundle - bed, row,      |
| 3) for                                    | smorgasboard, mass,         |
| 4) close - watchful, keen, sharp          | clump                       |
| 5) to                                     | 22) snails                  |
| 6) fishermen - boats, people, humans      | 23) Kiya - he               |
| sailors                                   | 24) when - once, after      |
| 7) watched - saw, spotted, followed       | 25) quite - was, very       |
| 8) the - leftover, some                   | 26) work - eat, land, look, |
| 9) like - of                              | investigate, scavenge       |
| 10) was - is                              | 27) out - up, at, through,  |
| 11) anything - everything                 | off                         |
| 12) at - before                           | 28) the - for               |
| 13) little - deserted, small, beautiful,  | 29) the                     |
| tiny, sandy, big                          | 30) his - the               |
| 14) and - then                            | 31) tug - pull, pick, peck, |
| 15) harbour - mainland, beach, jetty,     | nibble, bite                |
| port, shore                               | 32) one - the, an, it's     |
| 16) there - near, first, around,          | 33) he - kiya               |
| early, close, ready                       | 34) the -an                 |
| 17) to                                    | 35) the -some               |
| 18) morning - day, time                   | 36) for - at                |
| 19) but - and, because, for, however, yet |                             |

37) pulled - tugged, pecked  
 went, picked, nibbled, bit,  
 tore

38) pulled - picked, jerked,  
 dragged, cleared, took,  
 dug

39) ate - did

40) flew - went

41) their

42) hard - snail, brittle,  
 small

43) on - against

44) was - had

45) now - then, unfortunately,  
 surprisingly, unhappily,  
 amazingly

46) was

47) Kiya

48) the - but

49) free - untangle, lift, save,  
 release

50) wire

51) freed - flapped, fanned, tried,  
 spread, released, untangled.

52) loop - piece, strand, coil, bit,  
 thread, length

53) back - beak, body, foot, neck,  
 tail, wing, feathers

54) tightly

55) move - straighten,  
 free, use, release,  
 loosen, undo

56) sitting - out, nearby,  
 sailing, drifting,  
 rowing, standing, lying

57) the - sea, for

58) Kiya's - the, this

59) and

60) the - very, being, a

61) wings

62) reach - trouble,  
 sight, danger

63) cut - dug, wound, tore,  
 pressed, stuck, stabbed

64) leg - legs, wings,  
 neck

65) to - towards, past,  
 above, onto

66) made - performed, did

67) one - his

68) the - over, to

69) the

70) the

71) people - families,  
 fisherman, children

72) the

- |                                 |                           |
|---------------------------------|---------------------------|
| 73) in                          | 92) tangled - caught,     |
| 74) the - that                  | tied                      |
| 75) all - got, badly, tightly   | 93) Kiya - he             |
| 76) people - they, children,    | 94) closer                |
| he, everyone, someone           | 95) his                   |
| 77) reached - stretched, held,  | 96) fly - escape          |
| reaching, grabbed               | 97) out                   |
| 78) his                         | 98) landed - floated,     |
| 79) raise - free, save, lift,   | settled                   |
| move                            | 99) cool - gentle, ocean, |
| 80) to - above, over, towards,  | salty, small, smooth,     |
| onto, around                    | rough, big, huge          |
| 81) the - many, some, all,      | 100) he - Kiya            |
| other                           |                           |
| 82) the - some                  |                           |
| 83) away - out, there, noisily, |                           |
| hungrily                        |                           |
| 84) meal - food, breakfast,     |                           |
| feed, snack                     |                           |
| 85) it - flying                 |                           |
| 86) to                          |                           |
| 87) to                          |                           |
| 88) then - some, the, many      |                           |
| 89) the - over                  |                           |
| 90) the                         |                           |
| 91) cried - yelled, shouted,    |                           |
| said, called, exclaimed         |                           |

## Cloze Tests A2 and A4

### Story - Kiya the Gull

#### Scoring Key

The first word is the original word from the passage.

- |                            |                          |
|----------------------------|--------------------------|
| 1) would                   | 23) flew - went, pecked, |
| 2) sand - ground, land     | walked, looked, circled  |
| 3) food - fish             | 24) he                   |
| 4) eye - watch             | 25) safe - interesting   |
| 5) pick - clean            | 26) he                   |
| 6) on - at, from           | 27) the                  |
| 7) the                     | 28) snails               |
| 8) sandwiches - food       | 29) wire - seaweed       |
| 9) all - other, most       | 30) way - beak           |
| 10) willing - going, able, | 31) at - on              |
| likely                     | 32) end - piece          |
| 11) Kiya - he              | 33) put                  |
| 12) dawn                   | 34) opening - wire,      |
| 13) island - beach, tree,  | bundle, seaweed          |
| place                      | 35) seaweed - food       |
| 14) went - flew            | 36) breakfast - food,    |
| 15) He - Kiya              | crabs                    |
| 16) when - because, before | 37) at - out             |
| 17) clean - get, catch     | 38) out - at             |
| 18) no                     | 39) what - all           |
| 19) the                    | 40) away - off           |
| 20) the - a                | 41) bills - beaks        |
| 21) of                     | 42) shells               |
| 22) all                    | 43) rocks - concrete     |

44) over - finished  
 45) it  
 46) tangled - caught  
 47) Kiya - help  
 48) harder - more  
 49) himself  
 50) pulled - got, tangled,  
     became  
 51) his  
 52) of  
 53) and - with, to  
 54) that  
 55) it - away, anywhere,  
 56) in - on  
 57) gulls - action, bird  
 58) trouble  
 59) ran - went, swam,  
     walked  
 60) frightened - scared,  
     helpless  
 61) and  
 62) even  
 63) into - all, through  
 64) the  
 65) the - a  
 66) a  
 67) foot - leg  
 68) cool  
 69) water - rocks, sea  
 70) wire

71) were  
 72) beach - shore  
 73) the  
 74) seagull - bird, gull  
 75) tangled - tied, caught  
 76) ran - walked, came  
 77) out  
 78) wings  
 79) himself - up  
 80) the - a  
 81) seagulls - birds  
 82) other - sea  
 83) looking - searching,  
 84) hungry  
 85) hurt  
 86) fly  
 87) be  
 88) children - people  
 89) dune  
 90) warm - slippery, hot  
 91) that - a, the  
 92) up  
 93) watched - saw  
 94) and  
 95) wings  
 96) at  
 97) of  
 98) on - in  
 99) waves - water  
 100) bobbed - sat

## Cloze Tests B1 and B3

### Story - Hattie the Backstage Bat

#### Scoring Key

The first word is the original word from the passage.

- |                                |                      |
|--------------------------------|----------------------|
| 1) named - called              | 25) in - at          |
| 2) Hattie - she                | 26) for - in         |
| 3) grand - dark, old, empty    | 27) Mister           |
| 4) so - and                    | 28) he               |
| 5) a                           | 29) made - got       |
| 6) haunted - normal            | 30) out - made       |
| 7) flown                       | 31) in               |
| 8) the                         | 32) noontime - day   |
| 9) for - to                    | 33) chair            |
| 10) the                        | 34) the              |
| 11) stage - theatre            | 35) lunch            |
| 12) about - around             | 36) knew - thought   |
| 13) time                       | 37) eat - smell      |
| 14) of                         | 38) brought - gave   |
| 15) stage - huge, theatre, big | 39) ate              |
| 16) was - got, grew, had       | 40) Collins          |
| 17) a - the                    | 41) plays - shows    |
| 18) tightly - up, in, firm     | 42) on               |
| 19) hung - turned, swung       | 43) afternoon - day  |
| 20) claws                      | 44) news             |
| 21) one - person               | 45) today - tomorrow |
| 22) was                        | 46) here - over, in  |
| 23) in - nearly                | 47) play - show      |
| 24) there                      | 48) you              |



- |                                        |                                  |
|----------------------------------------|----------------------------------|
| 49) out                                | 78) of                           |
| 50) know                               | 79) the                          |
| 51) very - really, quite               | 80) on - behind                  |
| 52) a                                  | 81) for                          |
| 53) Mister                             | 82) her                          |
| 54) Hatie - her                        | 83) tree - house                 |
| 55) sorry                              | 84) house                        |
| 56) this - it                          | 85) house                        |
| 57) but                                | 86) tower - big, small           |
| 58) good                               | 87) for                          |
| 59) we                                 | 88) by                           |
| 60) be                                 | 89) a                            |
| 61) so                                 | 90) in - with                    |
| 62) was                                | 91) wearing - in, with           |
| 63) no                                 | 92) and                          |
| 64) high - directly, up,<br>right, way | 93) bat                          |
| 65) sat - were                         | 94) and                          |
| 66) the                                | 95) of - in                      |
| 67) the                                | 96) he                           |
| 68) rehearse - practice                | 97) do - can, fly                |
| 69) knew - learned                     | 98) could - will, can,<br>should |
| 70) heart                              | 99) to                           |
| 71) kept - hid, stayed                 | 100) but - still                 |
| 72) it                                 |                                  |
| 73) night                              |                                  |
| 74) to - onto                          |                                  |
| 75) the - some                         |                                  |
| 76) had                                |                                  |
| 77) morning - evening, day             |                                  |

## Cloze Tests B2 and B4

### Story - Hattie the Backstage Bat

#### Scoring Key

The first word is the original word from the passage.

- |                                                      |                                |
|------------------------------------------------------|--------------------------------|
| 1) Hattie                                            | 19) upside                     |
| 2) had                                               | 20) to                         |
| 3) theatre                                           | 21) who - that                 |
| 4) she - Hattie                                      | 22) Mister                     |
| 5) green - live, lovely,<br>big, nice, real          | 23) every - the, each          |
| 6) house                                             | 24) hadn't                     |
| 7) in - through, into, by                            | 25) the                        |
| 8) way                                               | 26) quite                      |
| 9) Hattie - her                                      | 27) Collins                    |
| 10) space - roof, curtain                            | 28) had - loved, liked         |
| 11) every - at, that, one                            | 29) her - Hattie               |
| 12) for                                              | 30) of                         |
| 13) sweeping - flying,<br>weaving, going             | 31) an - the, his              |
| 14) rafters - chairs, doors,<br>rooms, posts         | 32) Mister                     |
| 15) curtains - seats, lights,<br>chairs, objects     | 33) to - from, onto, in        |
| 16) tired - sleepy                                   | 34) stage - theatre, room      |
| 17) rope - seat, chair, rafter,<br>board, perch, bar | 35) with                       |
| 18) against - on, beside, underneath,<br>by, around  | 36) that                       |
|                                                      | 37) flowers - daisies,<br>food |
|                                                      | 38) Hattie - some              |
|                                                      | 39) Hattie - she               |
|                                                      | 40) talked - told, spoke       |

- |                                 |                             |
|---------------------------------|-----------------------------|
| 41) that                        | 70) day                     |
| 42) this - that                 | 71) well - in, herself, way |
| 43) he                          | 72) was                     |
| 44) to                          | 73) that - when             |
| 45) some - the                  | 74) the                     |
| 46) to                          | 75) food - scraps, daises,  |
| 47) he                          | flowers                     |
| 48) will - Hattie               | 76) left - brought, made,   |
| 49) of                          | picked                      |
| 50) why - where, them           | 77) Hattie - she            |
| 51) frightened - scared, angry, | 78) hammering - people,     |
| mad, nervous                    | builders, hammers           |
| 52) bat                         | 79) play                    |
| 53) Collins                     | 80) the                     |
| 54) into                        | 81) the                     |
| 55) to - I                      | 82) life                    |
| 56) my - Hattie                 | 83) but                     |
| 57) it's                        | 84) it                      |
| 58) as                          | 85) it                      |
| 59) want                        | 86) attic - especially,     |
| 60) a                           | just, they                  |
| 61) Hattie - she                | 87) a - the                 |
| 62) told                        | 88) and                     |
| 63) idea                        | 89) dress - last, final     |
| 64) above                       | 90) surprise - awe,         |
| 65) reading - rehearsing        | amazement                   |
| 66) play - theatre              | 91) a                       |
| 67) actors                      | 92) looking - ears          |
| 68) their                       | 93) began                   |
| 69) all                         | 94) out                     |

95) the - a

96) fly - move

97) she - Hattie

98) show - teach

99) act - fly, move

100) Hattie - she