

ATWATER ELEMENTARY SCHOOL DISTRICT
CLOZE Assessment Testing Procedures
Grades 4th - 6th
Spring, 2000

1. Get Ready: Make copies of the assessment for each student.
2. Set the Purpose: Make sure that students understand why they are taking the assessment. Although this is important, there is no grade. The purpose of the assessment is to assist teachers in determining the student's reading level. Students will not see the assessment after it is completed and scored. Teachers do not have to tell students they must have the author's exact word. Not telling them will lower their anxiety. (NOTE: Each CLOZE assessment has been evaluated for appropriate readability for each grade level. Hence, if a student scores a standard score of 2, he/she is reading successfully at this grade level. You may wish to use additional assessments for some students.)
3. Practice: Before the actual assessment date, have students do the practice CLOZE exercises. Point out that the test also has blanks and *that their responses should reflect the theme or main idea of the passage.*
4. Testing: Distribute the tests allowing 25-30 minutes. Tell the students to use their time well and not to hurry; to go back to blanks they may have skipped. Have the students read the introductory sentences silently as you read them aloud. Support them by circulating continuously around the room. You may offer assistance with one or two responses with students appearing to be stuck, however, try to limit your help to words of encouragement at their efforts. Encourage them to skip around in order to fill in as many blanks as possible. Encourage and praise them for their attention to the task. Collect all tests at the end of the testing period.
5. Scoring: Use the key to score the assessment. Credit is given only for the author's original word. No credit is given for synonyms. Spelling doesn't count. Count the correct responses, place that number over 50 and double the number to arrive at a percentage (i.e., $38/50 = 76\%$).
6. Graphing the Results: Use the CLOZE RESULTS GRAPH. List the students' scores on the Results Graph from highest score to lowest score. Use the following scale to assign a Standard Score for each student:

Score of 50% or higher = 3 (Above Standard, Independent Level)

Score of 29% - 49% = 2 (At Standard, Instructional Level)

Score below 29% = 1 (Below Standard, Frustrational Level)

After completing the CLOZE Results Graph, give one copy to your principal, send one copy to Dr. Delaware, and use your own copy to complete the Standards Assessment Class Record Sheet.

Name _____

6th GRADE CLOZE

FLYING TO THE MOON

Michael Collins was the astronaut who remained in the command module while Neil Armstrong and Edwin "Buzz" Aldrin landed on the moon. This selection is part of Collin's account of the first days of the Apollo 11 journey.

Once our duties were finished, we could relax and watch the Earth and the moon slowly parade past our windows. By the end of _____ first day in space, _____ Earth was so far _____ that it barely filled _____ small window. It was _____ bright, with the blue _____ the ocean and the _____ of the clouds most _____. We usually think of _____ moon as being quite _____, especially when it is _____. But the moon is _____ compared to the Earth. The _____ really bounces off the _____, especially off the surface _____ the ocean. If your _____ and the sun are _____ just the right position, _____ ocean will sparkle and _____ like a diamond held _____ to a bright light.

_____ second day in space _____ a very quiet one. _____ was no feeling of _____. We seemed to be _____ hanging there as we _____ about our chores. Neil _____ Buzz were studying details _____ the lunar module while _____ checked the machinery inside _____ command module.

We had _____ of time to prowl _____ inside the command module.

_____ found that weightlessness made _____ seem like a completely _____ place than it had _____ on the ground. Corners _____ tunnels were good places. _____ could wedge yourself in _____ did not need a _____ belt to hold you _____ place. In weightlessness, you _____ to be wedged in _____ tied down. Other- wise your _____ will float around, banging _____ other people or equipment. _____ first, just floating around _____ great fun. But after _____ while it becomes annoying, _____ you want to stay _____ one place.

Day number three was even quieter than day two. But day number four had a very different feeling to it. We got our first look at the moon in nearly a day. The change in how it looked was spectacular!

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Michael Collins was the astronaut who remained in the command module while Neil Armstrong and Edwin "Buzz" Aldrin landed on the moon. This selection is part of Collin's account of the first days of the Apollo 11 journey.

Once our duties were finished, we could relax and watch the Earth and the moon slowly parade past our windows. By the end of our first day in space, the Earth was so far off that it barely filled one small window. It was really bright, with the blue of the ocean and the white of the clouds most noticeable. We usually think of the moon as being quite bright, especially when it is full. But the moon is dull compared to the Earth. The sunshine really bounces off the Earth, especially off the surface of the ocean. If your eyes and the sun are in just the right position, the ocean will sparkle and flash like a diamond held up to a bright light.

Our second day in space was a very quiet one. There was no feeling of speed. We seemed to be just hanging there as we went about our chores. Neil and Buzz were studying details in the lunar module while I checked the machinery inside the command module.

We had plenty of time to prowl around inside the command module.

I found that weightlessness made it seem like a completely different place than it had been on the ground. Corners and tunnels were good places. You could wedge yourself in and did not need a lap belt to hold you in place. In weightlessness, you had to be wedged in or tied down. Otherwise your body will float around, banging into other people or equipment. At first, just floating around is great fun. But after a while it becomes annoying, and you want to stay in one place.

Day number three was even quieter than day two. But day number four had a very different feeling to it. We got our first look at the moon in nearly a day. The change in how it looked was spectacular!