

# Interpreting cloze results

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## **Passages linked to curriculum levels**

Each cloze resource is linked to a curriculum level within the reading function of the written language strand based on:

- the readability of the passage, assessed by the noun frequency method (Elley & Croft, 1989) prior to cloze word deletion, and
- an analysis of the text in terms of characteristics of language at the various curriculum levels (as defined in English in the New Zealand Curriculum, 1994).

## **Assessment of a cloze passage**

The assessment guides for cloze passages enable students' responses to be marked by combination(s) of:

- the exact replacement of the original word removed from the text, and/or
- a matching synonym which meets the text's semantic and syntactic context.

Credit 1 mark for each response that matches the replacement word or words on the assessment guide for the passage. If a synonym other than those included on the assessment guide is used by the student, the marker must decide whether the word makes semantic, linguistic, and syntactic sense within the context of the passage and mark as correct or incorrect accordingly.

As synonyms and/or exact replacements are accepted when marking ARB cloze passages, criteria for 'mastery' has been broadened from the more usual 40 percent replacements, to 50 percent replacements.

## **Interpreting results**

- Students scoring more than 60 percent correct replacements have shown comprehension at the instructional level or better.
- Students scoring less than 50 percent have not shown comprehension of the passage at the instructional level.
- Students scoring in the 50 to 60 percent range have a borderline result, and a judgement about their comprehension of the passage cannot be made.

To make a sound assessment of broad comprehension skills on the basis of these cloze passages, three passages at the same level should be chosen. The percentage of correct replacements should then be combined over the three passages (about 65 percent responses). The combined score will be more reliable than a score from one passage.

The validity of the assessment will be maximised if passages that best match the prior experience of the students are chosen.

## **Locating cloze resources**

Use the keyword "cloze" to locate cloze resources.

## **References**

Elley, W., & Croft, C. (1989). Assessing the difficulty of reading materials: The noun frequency method. Wellington: New Zealand Council for Educational Research.

## **Resource List**

- Shark - a silent terror
- The Holland Tunnel
- Tidal wave!
- Looking at insects
- The Hare and the Tortoise
- The hungry weasel
- A clever way out
- Octopuses
- Hercules Beetle
- Keiko the killer whale
- Sailing
- Albatross
- Getting polio
- Flood prevention
- Escape Artist Clyde
- On Frog Pond
- Number One
- What's wrong?
- Sleepy Koalas
- Ko Bakong

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