

AN INVESTIGATION OF THE RELIABILITY OF THE CLOZE
PROCEDURE COMPARED WITH TEACHER JUDGMENT FOR THE
PURPOSE OF DETERMINING INSTRUCTIONAL READING TEXTS

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Abstract

Numerous investigations have been conducted to examine the cloze procedure as an assessment of both the readability of materials and reading comprehension. An extension of this research has been in the use of cloze procedure to determine performance levels. Of the research in this area, only a limited amount has been conducted that investigates the cloze procedure as a reliable predictor of instructional level as compared to teacher judgment. This study was designed to investigate the reliability of the cloze procedure as compared to teacher judgment for the purpose of placing students in an instructional reading text.

The eight participating teachers received specific information on each of the 24 randomly selected third-, fourth-, and fifth-grade students. On the basis of the given information the teachers each recommended reading text placement within the Houghton-Mifflin Readers (Durr, 1971).

The students were given cloze passages constructed from representative passages at each level of the basal. Testing terminated when the student's cloze test score was within the 30-45% instructional level.

Inter-rater agreement, as assessed by an analysis of variance, was .29. The mean placement differences between cloze procedure and teacher judgment were assessed by dependent t-tests (for correlated samples). With respect to book level, the difference between the two methods was

statistically significant. The difference between cloze and teacher placement with respect to readability level was not significant. The two placement methods were highly correlated.

In this study the cloze procedure was determined to be reliable compared to teacher judgment with respect to readability level. However, the cloze procedure did not produce the same placement as teacher judgment when established book level was used as the basis of comparison.

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Chapter I

Statement of the Problem

Teachers are called upon to make numerous educational decisions affecting their students. One of the critical decisions a teacher has to make for each student is the determination of the appropriate instructional reading text within a basal series.

In response to the increasing demand for accountability and in the interest of individualization, teachers realize the need to found their judgments regarding instructional textbook placement on more than intuition. However, there is no uniform method of determining a student's instructional reading level or of translating that level to a specific reading text. Teacher judgments may be based on observation coupled with a variety of formal and informal appraisals. Assessments such as standardized tests, informal reading inventories, and criterion referenced test systems have been criticized as being expensive and/or time consuming to administer, score, interpret, and record. The teacher must synthesize an array of observations, test scores, and interpretations to select the reading text within a basal series that best represents the reading level of the student.

It would be useful to classroom and reading teachers to have a reliable placement instrument that could be easily constructed, group administered,

and objectively scored. The cloze procedure might provide such an instrument.

Purpose

The purpose of this study is to investigate whether the cloze procedure can be reliably used as compared to teacher judgment based upon specific information to place third-, fourth-, and fifth-grade students in an instructional reading text within a basal series.

Questions to be Answered

The central question of this study is: Can the cloze procedure be used as a reliable predictor of an instructional reading text for third-, fourth-, and fifth-grade students when compared to teacher judgment of instructional reading texts for the same students based upon specific information?

Secondary questions for which answers will be sought are:

1. What is the degree of inter-rater agreement?
2. Is the difference between teacher placement of students in instructional reading texts and the placement determined by the cloze procedure educationally significant?

Need for the Study

Investigations concerning the cloze procedure have concentrated on its usefulness as an assessment of reading comprehension, as a measurement of

readability, as a teaching device, and as a method of investigating selected components of language. The results of numerous investigations have indicated the concurrent validity and reliability of the cloze procedure when compared to other types of assessments. Cloze tests have received high positive correlations with multiple choice tests (Bormuth, 1967a), standardized tests (Alexander, 1968; Jones & Pikulski, 1974), and informal reading passages (Alexander, 1968; Jones & Pikulski, 1974; Ransom, 1968).

Only limited research has been conducted that investigates the cloze procedure as a reliable predictor of instructional reading level compared to teacher judgment (Pikulski & Pikulski, 1977). This may be an effect of the limitations in using teacher judgment as a validity criterion. The literature reveals conflicting opinions as to the quality of teacher judgment. Some researchers have found teachers to be weak in determining the instructional needs of their students and conclude that teachers should place greater reliance on formal guidelines and tests (Emans, 1965; Hawkins, 1967). Other researchers uphold the validity of professional judgment. Allington and Strange (1977) find the array of testing and management systems and teachers' dependence on them disturbing.

Teacher recommendation is frequently cited as the basis for placing students in a particular reading text within a basal series (Hawkins, 1967).

Therefore, further research comparing the cloze procedure and teacher judgment for the purpose of assigning instructional reading texts is needed.

Definition of Terms

Teacher judgment as it applies to this study will refer to the decisions arrived at by a teacher based upon his/her interpretation of specific, pertinent information. It will refer only to the judgment of an instructional reading text within a basal series.

Specific information refers to the factors the participating teachers consider necessary for making a judgment concerning instructional reading book placement. These factors, as determined by an informal survey, are the student's current reading textbook, his/her performance on unit tests from the basal series, and the pupil's general classwork.

Reading material that is neither too difficult or simple is often referred to as the instructional level. The instructional reading text is designated as that text which best reflects a student's instructional reading level.

The cloze procedure is a technique of systematically deleting words from a passage at specified intervals. For the purposes of this study, the cloze passages will consist of approximately 250 words with a structural deletion of every fifth word. Each passage will have a total of 50 deletions (Bormuth, 1965).

Limitations

This study is limited to the investigation of the reliability of the cloze procedure compared to teacher judgment based on specific information. Validity of teacher judgment and the cloze procedure has not been dealt with due to lack of an acceptable validity criterion.

The basis of teacher judgment has been limited to the previously stated specific information. Teacher recommendation of placement has been limited to within one basal series: The Houghton Mifflin Readers (Durr, 1971).

Student selection was limited to third-, fourth-, and fifth-grade students reading in the Houghton Mifflin Readers.

Summary

Research has indicated that cloze test results are comparable to those of other assessments. Inadequate research has been completed comparing the reliability of the cloze procedure to teacher judgment, which is often considered when placing students in an instructional reading text. This study has been designed to investigate the reliability of the cloze procedure compared to teacher judgment for the purpose of placing students in an instructional reading text within a basal series.

Chapter II

Review of the Literature

Since 1953 extensive research has been conducted investigating the various uses of the cloze procedure. The focus of this chapter is the body of research literature concerning the use of the cloze procedure to determine instructional reading levels. Other major research trends that lead to this use of the cloze procedure will be summarized.

The cloze procedure was first investigated by Taylor (1953) at the University of Illinois. He drew upon the Gestalt theory of closure in his definition.

Cloze procedure may be defined as a method of interrupting a message from a transmitter (writer or speaker), mutilating its language patterns by deleting parts and so administering it to receivers (readers or listeners) so that their attempt to make the patterns whole again potentially yield a considerable number of cloze units. (p. 416)

Early research centered upon the construction of cloze tests and the use of the cloze procedure as a measure of readability. More recently researchers have concentrated on the use of the cloze procedure as a method of examining selected components of language and as an assessment of comprehension.

Research related to the use of the cloze procedure as an indicator of performance levels was an extension of prior investigations concerning the aforementioned uses of the cloze procedure.

Construction of Cloze Tests

Early cloze research emphasized the construction of cloze tests.

Factors that were examined included the number, frequency, and type of deletions, passage length, and scoring.

Deletions

Taylor (1956) justified using the every fifth word deletion pattern by citing problems of statistical dependency if deletions were made more frequently. MacGinitie (1961) experimented using different deletion systems and concluded that if the interval between cloze items was less than four words, correct restoration depended upon the subject's ability to correctly complete adjacent items. Culhane (1970) and Potter (1968) concur that the every fifth word pattern is suitable for narrative material. However, for factual content material they indicate a pattern of every tenth word deletion is acceptable. Bormuth (1968a) concludes that a deletion pattern of every fifth word is simple, economical, and provides a representative sample of lexical and structural items.

The effects of systems based on other than an every n^{th} word deletion system have also been investigated. Taylor (1956, 1957) made selective deletions of structural and lexical words. Rankin (1959) found that lexical comprehension, as measured by the restoration of nouns and verbs, involves understanding the content of a passage. He found the ability to restore

function words reflected structural meaning or the understanding of the interrelationships of ideas.

The number of deletions in a cloze test is usually 50. If the every fifth word deletion system is utilized, a passage of approximately 250 words is necessary. Taylor (1956) found 50 deletions gave a representative sampling of structural and lexical items. Bormuth (1964a) concluded, "The means of different cloze test forms that are made from the same passage differ significantly for tests of 50 items or less" (p. 306).

Scoring

Investigations dealing with exact versus alternate response scoring systems have indicated the desirability of using the exact scoring method. Taylor (1953) suggested scoring as correct exact word replacements to preserve objectivity. In terms of reliability and validity, Ruddell (1964) found no significant difference when two scoring methods were employed. Bormuth (1965) classified responses as exact, synonymous, or semantically unrelated. He concluded that scoring exact responses is the most valid procedure. Miller and Coleman (1967) investigated the use of a weighted scoring system. The correlation between the weighted scores and the exact replacement scores was .99. Although the two scoring methods yielded similar results, the weighted method was considered too time consuming.

In summary, researchers have found that scoring based upon identical

word restoration preserves the objectivity of the procedure, is economical in terms of time, and yields more valid test scores. ✓

In conclusion, the research on cloze construction indicates that passages should be approximately 250 words and contain 50 deletions. For testing purposes, deletions should occur every fifth word. Scoring should be objective, based upon exact word replacement.

Cloze Tests as a Measure of Readability

The cloze procedure was initially investigated as a potentially valuable indicator of the readability of materials. Cloze research in this area has been limited almost exclusively to one aspect of readability termed by Jongma (1971) as the "ease of understanding of comprehensibility" (p. 24). Initial investigations in this area sought to rank reading material from easy to complex. A number of researchers have also studied the language variables that affect reading ability.

Advantages of Cloze Readability Tests

Bormuth (1968a, pp. 433-444) outlines the construction of cloze readability tests. He suggests the following procedures:

1. Delete every fifth word in passages of approximately 250 words.
2. Administer the tests to a group of at least 25 students at the same grade level as will later read the passage.
3. After the subjects have completed the tests by filling in the

blanks, score the tests based upon exact word replacement.

4. Calculate the mean score of each test used. Then calculate the mean of the means.
5. The test that most nearly approximates the mean of the whole set of cloze tests is selected as representative of that level text.

A cloze readability test is unique in that the reader is actively involved in determining the readability of the passage. The difficulty of instructional materials can be directly assessed. The cloze readability test has the advantage of enabling researchers to determine the difficulty of every sentence, phrase, and word in a passage (Bormuth, 1967b, p. 841). Furthermore, since passage-related questions are not used to determine the difficulty of the passage, it is clear that the difficulty of the selection is assessed rather than the difficulty of the test questions.

One of the most outstanding features of the cloze readability test is its ability to evaluate the conceptual difficulty and language variables in a passage. Readability formulae based upon linguistic variables such as word length, syllabic count, word familiarity, and/or sentence length are not sensitive to conceptual difficulty, abstract meanings, or the irregular grammatical patterns of some sentences.

Ability to Rank Passages

Early investigations in the use of cloze procedure in the area of readability concentrated on its capability to rank passages from simple to complex.

Taylor (1953) subjected passages by James Joyce and Gertrude Stein to three readability measurements. These passages manifested a high degree of idea density coupled with a relatively low vocabulary load. The passages were rated as more difficult by the cloze procedure than by the Dale-Chall or Flesch formulae. Fry (1969) found a strong correlation between four methods of estimating the readability of primary-level material: the Fry Readability Formula, the Spache Readability Formula, the cloze procedure, and oral reading. Although he suggested that the cloze was of limited usefulness because of the need to administer the test to a group of subjects, he found the cloze procedure to be the most accurate and able to make fine distinctions in material.

Ranking of passages was also performed in a study by Miller and Coleman (1967). Thirty-one passages from easy to complex were ordered by cloze passages with three distinct deletion systems. The cloze tests were scored using a weighted three-point scoring system. All three types of cloze tests ranked the passages in the same order.

Bormuth (1964b) ranked cloze passages using mean word depth and the Dale-Chall Formula. The results of this study suggest that if the subject matter was not varied, the two ranking methods concurred in their rankings. However, when the content matter varied while the Dale-Chall readability was held constant, mean word depth better indicated the difficulty of the selection.

The cloze procedure has demonstrated the skill of ranking passages in order from less to more difficult. It has demonstrated that it is sensitive to the idea density or conceptual load of a selection. The cloze readability test must, however, be administered to a group of students. This might possibly be impractical in a classroom situation.

Cloze Tests in the Study of Language Components

Cloze readability tests have also been utilized in examining the effects of language variables related to reading comprehension. Variables that have been investigated include word depth, redundancy, sentence length, and high- and low-frequency language patterns.

Bormuth (1966) conducted an important research study in which the relationship between certain language variables and reading comprehension were examined for groups of intermediate-grade and junior high students.

The students exhibited various levels of ability. Also examined was the possibility of testing the readability of units such as words and phrases. The accuracy of different linguistic units such as word depth and sentence length in determining language complexity was examined.

The results indicated that the same features of language were able to predict difficulty for students at all levels of ability. It was also indicated that the relationship between language variables and comprehension difficulty are curvilinear rather than linear as expressed in most readability formulae.

Interestingly, it was the variables most frequently used in the old formulas that showed the greatest amount of curvature. Hence, future readability formulae must include appropriate transformations of measurements taken of these features. (Bormuth, 1967b, p. 844)

Sentence Length

Many readability formulae consider sentence length when calculating the difficulty of a passage. The cloze procedure has been used to determine the effects of sentence length on comprehension (Bormuth, 1966; Coleman, 1962; Gallant, 1964, 1965).

Coleman (1962) discerned that the mean number of correct cloze responses increased when sentences were shorter. The differences, however, were slight. Gallant (1964, 1965) studied the effects of varying sentence lengths on primary-level students' comprehension. The longer sentences were significantly more difficult for first- and second-grade students, but no significant difference was noted for third-grade students' comprehension.

Bormuth (1966) stated that the "length and complexity of a sentence can be measured separately; and, though length and complexity are correlated, each has a different correlation with difficulty" (p. 129).

Redundancy

Cloze tests have been employed as a measure of redundancy or entropy. Taylor (1956) found that the cloze procedure was able to estimate redundancy. Ruddell (1965) studied the effects of high- and low-frequency patterns of oral

language on comprehension as measured on cloze tests. Reading comprehension was found to be a function of syntactical redundancy. He also indicated that passages containing high-frequency oral language patterns were comprehended more easily than low-frequency patterns.

To briefly summarize, cloze readability tests have made a valuable contribution toward the study of the syntactic and semantic structure of language. In doing so, cloze tests have demonstrated their effectiveness in studying specific language variables.

Cloze Tests as a Measure of Comprehension

Numerous investigations have dealt with cloze tests as measures of comprehension. For the most part these investigations have sought to establish the concurrent validity and reliability of the cloze procedure by comparing it to different measures of reading comprehension such as standardized tests and informal reading inventories or by correlating cloze tests to comprehension tests constructed from the same passages.

Cloze tests received high correlations when compared to comprehension and/or vocabulary subtests on various standardized tests (Alexander, 1968; Fletcher, 1959; Jenkinson, 1957; Jones & Pikulski, 1974; Rankin, 1958; Ruddell, 1963; Schneyer, 1965). Higher correlates were noted in those studies that used an every n^{th} word deletion pattern rather than a selective pattern.

Construction of cloze tests and other forms of comprehension tests from

the same material has been investigated and has received positive results in studies by Bormuth (1963, 1967a, 1969a); Jones and Pikulski (1974); Ransom (1968); and Taylor (1957).

Taylor (1957) and Bormuth (1963, 1967a, 1969a), in their respective studies, constructed cloze and multiple-choice tests from the same passages. Both Jones and Pikulski (1974) and Ransom (1968) compared placement in independent, instructional, and frustration reading levels determined by cloze tests to the reading levels determined by the informal reading inventory.

Although various criticisms have been directed at several of these studies (e.g., Taylor did not define the types of questions used on the multiple-choice test; Ransom arbitrarily set criteria for the performance levels), on the whole the results tend to support the contention that the cloze procedure is a valid and reliable measure of comprehension.

The underlying processes of the construct validity of the cloze procedure have been investigated by Bormuth (1969b), Jenkinson (1957), Weaver and Kingston (1963). Jenkinson asked students to explain their cloze answers while they were taking the test. Her intent was to analyze the process the subjects used to determine their responses. In a factor analysis study, Weaver and Kingston found the cloze tests, on which selective deletions were made, were not as highly related to a verbal comprehension factor and a rote memory factor, as they were to themselves. Contrary to these findings, Bormuth later

concluded that one factor which he termed "reading comprehension ability" (p. 364) accounted for the variance in his factor analysis study of the cloze procedure.

The evidence regarding the construct validity of the cloze procedure is conflicting and inconclusive. However, Jongasma (1971) states, "If one accepts the high positive relations between cloze tests and tests of reading comprehension, perhaps the identification of the processes underlying cloze is closely tied with the processes of comprehension itself" (p. 14).

Determining Performance Levels

Performance levels are noted in the literature as early as 1917 when Thorndike "suggested the use of the 75 per cent performance level and maintained that if a pupil was capable of answering 75 per cent of the comprehension questions covering the reading material, such material was suitable for use in supervised instructional situations" (Walter, 1974, p. 25).

The instructional level can be defined as that performance level at which students can benefit the most from instruction or the level which indicates an acceptable level of performance. Efforts have been made to determine the instructional level and the appropriateness of instructional materials by various forms of tests.

Standardized Tests

The central purpose of standardized achievement tests is to indicate

individual achievement in comparison to the achievement of others at the same grade level. Information is provided about students in terms of grade-equivalent scores, percentile scores, and age-equivalent scores. Standardized achievement tests exhibit limitations when applied to the task of determining instructional reading levels.

A primary limitation in the use of standardized tests for assigning instructional reading levels lies in the changing nature of education. Because many technological, social, and economic changes have evolved, education has taken on an increasing number of roles. This in turn has demanded "major changes not only in the design of instruction but also in both the roles tests play in that instruction and in the kinds of interpretations made of test performances" (Bormuth, 1971, p. 1). Standardized tests are not designed to perform the function of continuous evaluation of the instructional level which is warranted by new designs of education.

Other criticisms have been made by Guszak (1969) and Harris (1962). Guszak stated that standardized achievement tests are not reliable indexes of reading success in diversified materials (p. 1). Harris was critical of norm-referenced tests since they tend to provide a more accurate representation of the achievement of those in the middle range of the population than those at the extremes.

Informal Reading Inventories

Betts (1946), Bond and Tinker (1967), and Johnson and Kress (1965) suggest assessing reading ability on the reading material to be used in the classroom or on material similar to that material. Betts (1946) designed a scale, presented in Table 1, to represent the three performance levels. Modifications to and criticisms of these criteria have been made. Researchers such as Spache (1969) and Powell (1971) have demonstrated that subjects can comprehend at the 70% level with a word recognition of 85%.

Table 1
Betts Performance Criteria

Levels	Skills	
	Word Recognition	Comprehension
Independent	99	90
Instructional	95	75
Frustration	90	50

Note: Criterion scores are given as percentage scores.

These criteria, as shown in Table 1, or in a modified form resembling these criteria, are frequently used in an evaluation device--the Informal Reading Inventory or IRI. The IRI is used to estimate the functional levels of reading proficiency and to indicate a student's reading strength and weaknesses.

The IRI is administered by directing the student to orally or silently read and answer comprehension questions on passages of increasing difficulty. Scoring is usually based upon the number of word recognition errors and the degree of comprehension.

Administering, scoring, and interpreting this type of evaluation involves many judgments by the examiner. What constitutes an oral reading error? Do the comprehension questions assess various levels of understanding? What part does fluency play in the scoring? Indeed, some researchers, notably Goodman (1967) and Goodman and Burke (1972), indicate that student placement at various performance levels is misleading if quantitative error-marking systems are used to the exclusion of qualitative evaluation of miscues.

In addition to the non-objective nature of IRIs, their format necessitates individual testing. Thus, classroom use of this test is lessened because of time constraints.

Cloze Tests

An extension of the cloze research in the areas of readability and comprehension has been the determination of performance levels from cloze tests.

The interpretation of cloze tests was initially based on raw scores. As cloze tests often vary in length and the number of deletions, raw scores between tests could not be compared (Jongsma, 1971; Walter, 1974). Cloze test scores that were converted to percentages did allow for comparisons between

different cloze tests; however, comparisons to other forms of assessments could not be made. Percentage scores alone provided only a method of ranking students. Cloze scores needed to be converted to a criterion score that is indicative of an acceptable level of performance or the instructional level (Walter, 1974).

One approach to this problem has been to equate a criterion score to a traditionally acceptable level of performance. Ransom's (1968) study with primary- and intermediate-level students was one of the first to link cloze testing to the concept of performance levels. Ransom compared cloze test scores to performance levels indicated by an informal reading inventory designed from graded basal material. Performance criteria for the cloze tests were set at 20% and below (frustration level), 30-50% (instructional level), and 50% and above (independent level). Correlations were statistically significant with the exception of the first-grade level for both the instructional and frustration levels. Significant correlations were not achieved by most grade levels for the independent reading level.

Jones and Pikulski (1974) compared placement in the three performance levels determined by an IRI, cloze procedure, and the Comprehension Test of Basic Skills, (C.T.B.S.). A sixth-grade level passage was written for cloze test and IRI construction. The Betts criteria were employed in setting reading levels on the IRI. Reading levels of the cloze were determined by a regression

formula and by a visual inspection method. The visual inspection method consisted of placing the IRI scores and cloze scores in parallel columns; both sets of scores were then ranked from high to low. The resulting cloze criteria matched Ransom's 20-, 30-, and 50%. Both the cloze and the C.T.B.S. identified students who read the passage at the independent level on the IRI. The cloze, however, identified 80% of the students at the instructional level while at the same level the C.T.B.S. identified 30%. Fifty-five percent of the students who read the passage at the frustration level were identified by the cloze test; 50% were identified by the C.T.B.S.

In a later study, Pikulski and Pikulski (1977) investigated a form of concurrent validity of the cloze procedure by comparing cloze scores and teacher judgment in establishing the independent, instructional, and frustration levels of fifth-grade students. The 20-, 30-, 50% criteria were utilized. The mean cloze scores for each of the three achievement groups concurred with the levels anticipated by the teachers. The teacher-judged independent group achieved a mean cloze score of 48%. The teacher-judged instructional and frustration groups received average cloze scores of 42- and 27%. However, on an individual basis the cloze tests matched the teachers' judgments 67% of the time. The general tendency of the cloze tests was to overplace students. The authors concluded that "cloze tests might accurately identify the reading level of a sizeable proportion of readers, but continuous, refined diagnostic procedures will be needed to insure accuracy" (p. 770).

Bormuth (1967a) determined the comparable scores on cloze and multiple-choice tests. Cloze and multiple-choice tests were each constructed on nine passages ranging in readability from 4.5-6.5. The multiple-choice questions measured seven comprehension skills: vocabulary, details, main ideas, sequence, relationships, inferences, and the author's purpose. One hundred fourth- and fifth-grade students were tested. Comparable cloze and multiple-choice scores were calculated. Performance levels were set using the Betts criteria of 75- and 90%. At the 75% instructional level, the corresponding cloze score was determined to be 38%. A multiple-choice score of 90% corresponded to a cloze score of 50%. When corrected for guessing on the multiple-choice test, the corresponding cloze scores were 43- and 57%. Bormuth cautioned that "these comparable scores hold only where the dependent scores are obtained using tests and test instructions similar to those used in this study" (p. 299).

Bormuth (1968b) conducted another investigation for the purpose of determining comparable cloze and criterion comprehension and word recognition scores. The Gray Oral Reading Test paragraphs were used. In this investigation a cloze score of 44% was comparable to a comprehension score of 75%; a 57% cloze score corresponded to a 90% comprehension score. In the area of word recognition 34- and 54% cloze scores were comparable to comprehension test scores of 95- and 98%.

Rankin and Culhane (1969) also investigated the use of cloze scores to determine performance levels. They found cloze scores of 41- and 61% comparable to the 75- and 90% criteria.

All of the studies cited to this point have incorporated the idea of the three functional reading levels: the independent, instructional, and frustration levels. Interpretation of the levels has been accomplished by using traditional criteria of 75- and 90%. Bormuth (1971) criticized acceptance of these criteria since they lack logical and empirical foundation. It was at this time he reported on a series of studies designed to "develop the concept of a rationally derived performance criterion" and to indicate "that level of cloze test performance that can be rationally defended as representing the optimal ... level of performance on passages drawn from instructional materials" (p. 2).

To determine appropriate criterion scores for cloze tests, the relationships between cloze and four variables, referred to as "outcomes of reading" (Bormuth, 1975, p. 73), were studied. The variables included "information gain, a student's willingness to study a material, novelty of the material's content, and rate of reading" (Bormuth, 1975, p. 75). These four outcomes affect the relative value of the cloze criterion score. Sixteen hundred students in grades three to twelve were involved in these studies.

Information gain was measured using pre- and post-cloze tests and other forms of comprehension tests. The analysis of the data revealed that pupils

whose cloze scores fell in the 0-35% range gained little information from the passages. Students scoring above that level gained sharply until the 80% level at which point the amount of information gain dropped.

Willingness to study was assessed on a seven-point style preference scale. Responses on the scale ranged from 'like very much' to 'dislike very much.' Students scored lower on passages that were "low in familiarity and high in structural complexity" (Bormuth, 1971, p. 68). Students gave low ratings to both easy and difficult passages.

The third outcome, novelty of the content, was measured on a four-point difficulty preference scale that ranged from 'suitable' to 'not suitable.' It was noted that the younger students, in comparison with the older students, generally rated passages as more suitable.

Students were timed while silently reading a passage. The results suggested that as the number of words-per-minute increases, a corresponding increase in cloze scores occurs.

After the four variables previously mentioned were examined in relation to the cloze procedure, 101 teachers weighted the relative value of each outcome on a ten-point scale. The least valued outcome received a value of one; the most valued received a value of ten. The other two variables were then assigned values.

As the final step in the process, the teacher ratings of the four outcomes

were used to identify the most valued score as the criterion score. A total of 30 criterion scores were established across the ten grade levels for three types of reading matter (textbook, reference, and voluntary). For a table listing all of the criterion scores, Bormuth (1975, p. 80) should be consulted.

In a report on these studies Bormuth (1975) concluded:

These criterion scores are far superior to any other criterion scores available. Those previously offered were selected for unknown reasons and had unknown consequences; the ones shown . . . are based on a logical model that explicitly incorporates our social values and combines them with scientific evidence. (p. 81)

Summary of the Chapter

An abundance of research has been conducted that investigates the many uses of the cloze procedure. The research that dealt with cloze as an assessment of readability and as an evaluation of comprehension lead to the related use of cloze as an indicator of performance levels.

Various techniques have been used to assign criterion scores to cloze tests that are indicative of the instructional level. The earlier studies in this area compared cloze test scores with scores on other comprehension measures such as standardized tests, multiple-choice tests, and information reading inventories, by using the Betts 75- and 90% criteria. Later research by Bormuth in this area incorporated the relative values of specific variables in determining criterion scores.

Further research in determining performance level criteria from cloze tests is warranted. Comparisons of the cloze procedure with other commonly used evaluation procedures have been attempted. However, an insignificant amount of research has compared cloze scores to teacher judgment for the purpose of determining performance levels.

Research dealing with cloze performance criteria has been, with few exceptions, limited to the framework of the independent, instructional, and frustration levels and their corresponding percentages. However, since the research on which the various percentages are based is inconclusive, other potentially valuable approaches to determining cloze performance criteria, such as information gain, warrant additional investigation.

Chapter III

Design of the Study

This study was designed to examine the reliability of the cloze procedure as an instrument for placing students in instructional reading texts as compared to teacher judgment based upon specific information.

Hypotheses

The hypotheses investigated in this study were as follows:

1. There is no significant difference in the book level of an instructional reading text as determined by students' performances on cloze tests and that which is determined by mean teacher judgment based upon specific information.
2. There is no significant difference in the mean readability level of the instructional reading text determined by cloze tests and that which is determined by mean teacher judgment based upon specific information.

Methodology

Subjects

The subjects consisted of a total of 24 students. Initially, 15 students from each third-, fourth-, and fifth-grade level, in one suburban

elementary school, were identified in a stratified random selection. The random selection was limited to those students who were enrolled in the school district for the entire school year and who were reading in the Houghton- Mifflin Readers (Durr, 1971). A table of random numbers was utilized for the purpose of selecting the student sample (Downie & Heath, 1965). Twenty-one students were eliminated during the course of the study due to movement from the district, absence during testing, or not falling within the instructional range on any of the cloze tests completed.

The remaining 24 students consisted of 5 third graders, 10 fourth graders, and 9 fifth graders. There were 11 boys and 13 girls in the sample.

Eight teachers participated in the study. There were two teachers from the third-grade level, three from the fourth-grade level, and three from the fifth-grade level. All participating teachers were experienced classroom teachers with five or more years of teaching experience. Participation in the study was voluntary.

Instruments and Procedures

The participating teachers were asked in a standard personal interview what factors they consider and/or what procedures they personally use to determine the instructional reading text for a student (Appendix A). The teachers most frequently stated their judgment was based upon the book the

student was currently reading in, his/her performance on unit tests, and the pupil's general classwork. For the purposes of this study, the responses most frequently received were utilized as the basis of teacher judgment for placing students in a reading text.

The information stated by the teachers as necessary for making their judgments was provided by the experimenter for each student. Students were not identified by name. The student's current reading text title was given along with the student's current unit subtest scores (Appendix B). To give the teachers an indication of the student's general class performance, a copy of the student's report card was included (Appendix C).

The teachers were asked to place each of the twenty-four students into the Houghton Mifflin reading text they recommended as best representing the student's instructional reading level (Appendix D).

Readabilities were performed on 12 random samples from each of the five levels of the Houghton Mifflin Readers (Durr, 1971) used in this study. The passage that most closely represented the mean readability level of the basal text was selected at each level for the purpose of cloze test construction (Appendix E). The Spache Readability Formula was used to determine the readability of the texts designated by the publisher for grades one through three. The Dale-Chall Readability Formula was used to determine the readability of the texts designated by the publisher as suitable for grades four

through six.

Cloze tests having fifty deletions and approximately 250 words were constructed from the representative passage selected at each level of the text (Appendix F). A structural deletion of every fifth word was made. The initial and final sentences were kept intact. Scoring was based upon exact word replacement. A score within the 30-45% range of correct responses was considered to indicate an instructional reading level (Jones & Pikulski, 1974; Ransom, 1968).

The students were given practice in the cloze procedure prior to actual testing. At this time the methods involved in taking a cloze test were explained and discussed.

On the first day of actual testing the students were given the test from the text designated by the publisher as being appropriate for their grade levels. At the third-grade level there were two texts, one for the first half of the school year and one for the second half. Since the testing took place at the end of May, the representative passage from the second book was selected to be administered on the first test day to third-grade students.

The test given to each student at the next test session depended upon his/her performance on the previous test. Students whose scores indicated an independent level (46% and above correct) were given a cloze test constructed from the passage representing the mean readability at the next higher

level. Students whose scores were in the frustration range (below 30% correct) were given the cloze test constructed from the passage representing the mean readability of the book at the next lower level. If the student's cloze test score fell within the 30-45% instructional range, no further testing was administered. For the students whose scores were outside the instructional range, testing continued on consecutive days until their scores were in the instructional range.

The practice sessions and the testing took place in a room used either to test groups of children or as a television viewing room. Both sessions took place on consecutive days. Each grade level received the practice session and most of the testing separate from the other grade levels participating in the study. Due to scheduling problems, it was necessary to have several grade levels complete tests at the same time on the last day of testing. This did not result in overcrowding the room as the number of students present for testing was reduced. Student attitude throughout the testing sessions was positive.

The experimenter administered the tests and monitored all sessions. The directions for completing a cloze test were standard for all groups of students. The directions were repeated at each test session.

Analysis of Data

An analysis of variance was used to assess the agreement between

teachers with respect to book level. Dependent t-tests (for correlated samples) were computed to test the hypotheses.

Summary

This study was designed to investigate the reliability of the cloze procedure as compared to teacher judgment for the purpose of placing students in an instructional reading text.

The participating teachers received specific information on each of the randomly selected third-, fourth-, and fifth-grade students. On the basis of the given information, they recommended reading text placement within the Houghton Mifflin Readers (Durr, 1971).

The students were given cloze passages constructed from representative passages at each level of the basal. Testing continued on consecutive days until the student's score was within the instructional range (30-45%).

Inter-rater agreement was assessed by an analysis of variance. Dependent t-tests (for correlated samples) were performed to test the hypotheses.

Chapter IV

Analysis of Data

Purpose

The current study was designed to investigate the cloze procedure as a reliable instrument for the purpose of placing third-, fourth-, and fifth-grade students in instructional reading texts as compared to teacher judgment based upon specific information.

Statistical Analysis

Inter-rater Agreement

A 24 x 8 (students x teachers) analysis of variance was constructed in order to determine whether teachers were reliable in their judgments. The interclass correlation coefficient estimated from this analysis of variance was .29, suggesting a modest agreement among the eight teachers with respect to their placement of students in book levels. Since the overall reliability was questionable, further analysis was conducted to isolate sources of unreliability in teacher judgments. This analysis considered the percent of agreement in placement for all possible pairs of teachers ($n = 28$). The results of these analyses are displayed in Table 2.

Table 2
Percent Agreement Between Teachers Regarding
Reading Book Placement

Teachers	Teachers							
	1	2	3	4	5	6	7	8
3rd	(1	87.5	79.1	33.3	75.0	20.8	12.5	37.5
	(2		83.3	41.6	79.1	29.1	16.6	29.1
	(3			29.1	62.5	16.6	8.3	16.6
4th	(4				58.3	62.5	62.5	58.3
	(5					41.6	37.5	41.6
	(6						79.1	79.1
5th	(7							66.6
	(8							

The percent of agreement ranged from 8.35-87.5%, with a mean of 48.025%. Third- and fifth-grade teachers demonstrated high agreement among teachers at their respective grade levels. Fourth-grade teachers demonstrated modest agreement among themselves. A lower rate of agreement was noted between third- and fifth-grade teachers.

Analysis and Interpretation of Hypotheses

The first null hypothesis states that there is no significant difference in

the mean book level of an instructional reading text as determined by students' performances on cloze tests and that which is determined by teacher judgment based upon specific information. Null hypothesis two states that there is no significant difference in the mean readability level of the instructional reading text determined by cloze tests and that which is determined by teacher judgment based upon specific information. Dependent t-tests (for correlated samples) were used to determine the significance of differences in book level and mean readability level as a function of teacher placement versus cloze placement.

Table 3 summarizes the mean book level placement of students by both teacher judgment and cloze procedure.

Table 3
Mean Book Level Placement of Students
by Teacher Judgment and Cloze Procedure

Placement Method	\bar{x}	<u>SD</u>
Teacher Judgment	10.50	.81
Cloze Procedure	10.79	.83

The mean difference between cloze placement and teacher judgment with respect to book level was statistically significant, t (23) = 2.81, $p < .01$.

The correlation between the two placement methods was highly significant, $r(22) = .81$, $p < .001$. Therefore, hypothesis one is rejected. There is a significant difference in the mean book level of the instructional reading text determined by cloze tests and that which is determined by teacher judgment based upon specific information.

The mean readability level placement of students as determined by the two placement methods are summarized in Table 4.

Table 4
Mean Readability Level Placement of Students
by Teacher Judgment and Cloze Procedure

Placement Method	\bar{x}	<u>SD</u>
Teacher Judgment	4.57	.71
Cloze Procedure	4.73	.63

The mean difference between cloze placement and teacher judgment with respect to readability level was not significant, $t(23) = 1.74$, $p > .05$.

The correlation between the two placement methods was highly significant, $r(22) = .77$, $p < .001$. Thus, these data fail to reject hypothesis two.

There is no significant difference in the mean readability level of the instructional reading text determined by cloze tests and those determined by teacher judgment.

Summary

The findings presented in this chapter indicate a significant difference in cloze placement of students in instructional reading texts compared to teacher judgment with respect to book level. However, there was no significant difference in the two placement methods with respect to readability level. There were high positive correlations between the two placement methods for both book level and readability level.

Chapter V

Conclusions and Implications

Purpose

The central purpose of this study was to investigate whether the cloze procedure can be used reliably when compared to teacher judgment based upon specific information for the purpose of determining an instructional reading text for individual third-, fourth-, and fifth-grade students.

Conclusions

The results of this study indicate reliability of the cloze procedure when compared to mean teacher judgment when the instructional reading text placements were interpreted in terms of mean readability level. When book level established by the publisher was utilized as the basis for comparison, there was a significant difference in the instructional reading text placement determined by the two procedures. It is possible that the difference in these findings is a function of the difference between book levels and readability levels. Book levels are established on an equal interval scale; whereas, the degree of difference between books with respect to readability level is variable.

The findings of this study also indicate a strong relationship between the two placement methods. When the instructional reading text placement

determined by cloze procedure did not concur with the placement determined by teacher judgment, it most often overplaced students. There were eighty-seven instances in which teacher judgment and cloze procedure did not agree. Fifty-three, or 61%, were overplacements by cloze procedure.

Implications for Research

Further investigation of the cloze procedure as it compares to teacher judgment is warranted. Future researchers might modify the design of this study. Rather than giving the instructors specific information on anonymous children, teachers might be asked to make a subjective recommendation of reading text placement on students from their own grade levels.

Researchers should consider raising the 30-45% instructional range which was used in this study (Jones & Pikulski, 1974; Ransom, 1968). The cloze procedure frequently placed students in higher level instructional reading texts than did teacher judgment.

This study dealt with text placement within one basal series. Further investigation might compare teacher judgment and cloze procedure for the purpose of placing individual students in an instructional reading text when there is a choice between basal series. This would be particularly useful when different basals are utilized for the instruction of various achievement groups.

Finally, the concurrent validity of the cloze procedure as compared

to teacher judgment could be studied if an acceptable validity criterion could be identified.

Implications for Classroom Practice

Classroom teachers should be aware that basal reading texts, with respect to readability levels, are not evenly sequenced as are book levels established by the publisher. Teachers should place greater emphasis on knowing a basal series in terms of readability level, conceptual level, and specific related skills taught at each level. Less consideration should be given to the publisher's suggested book level.

This study provides limited support for the cloze procedure as a predictor of an instructional reading text when compared to teacher judgment. Because cloze tests can also be easily constructed, group administered, and objectively scored, classroom teachers should find cloze tests useful as an aid in placing students in appropriate levels of basal materials. However, to further insure accuracy of the placement for individual students, continuous evaluation by the teacher will be necessary.

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Appendix A

Pre-Study Interview Statement and Responses

Pre-Study Interview Statement and Responses

At informal, individual interviews the eight participating teachers were asked to respond to the following statement:

I'm interested in how teachers decide what reading book a student should be placed in. I'd like to make a list of the factors and/or procedures you personally use to determine a student's instructional reading text.

All of the interviews were completed prior to the start of this study. The above statement was made in a conversational tone by this experimenter. The teachers' responses to the statement are given in Table A.

Table A
Teachers' Responses to Pre-Study Interview

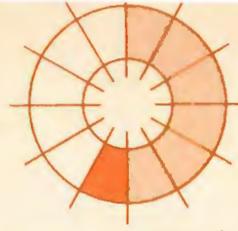
Teacher	Responses
1	comprehension questions general classwork performance attitude and confidence book they are in
2	book they are in comprehension questions
3	ability to do workbook book they are in
4	book they are in general classwork
5	end of chapter tests work habits amount of independent reading
6	end of unit tests class performance
7	end of unit tests book they are in general classwork
8	end of unit tests teacher-made tests class participation

Appendix B

Houghton Mifflin Unit Test Samples

C READING TESTS for WARDS

Level 7



50

John Brzeinski and Hugh Schoephoerster

The Houghton Mifflin Readers

Name _____ Age _____ Yrs. _____ Mos.

Teacher _____

City _____ State _____

TEST 1	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word Recognition	Word-Attack	Expressional	Composite	Literal Comprehension	Interpretive Thinking	Meaning- Acquisition	Composite	Information- Locating	Information- Appraising	Information- Organizing	Composite	Classification	Element- Identification	Quality- Evaluation	Composite
ASURES Given _____																
Possible Score	20	107	-	127	63	40	-	103				-				-
Actual Score	18	91	-	109	51	30	-	81				-				-
Final Score			-				-					-				-
(+) or (-) Score			-				-					-				-

TEST 2	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word Recognition	Word-Attack	Expressional	Composite	Literal Comprehension	Interpretive Thinking	Meaning- Acquisition	Composite	Information- Locating	Information- Appraising	Information- Organizing	Composite	Classification	Element- Identification	Quality- Evaluation	Composite
MILES Given _____																
Possible Score	20	97	-	117	65	50	-	115	20	-	-	20				-
Actual Score	18	83	-	101	54	40	-	94	16	-	-	16				-
Final Score			-				-			-	-					-
(+) or (-) Score			-				-			-	-					-

LITERARY SKILLS

TEST 15 • DISTINGUISHING BETWEEN REALISM AND FANTASY (CLASSIFICATION)

1.

ath and Martie carefully marked
p to show where they'd go on
long walk. They packed food
water. The night before, they
everything by the door so that
ing would be left behind.

arly in the morning they said
l-by to their mother and started
In a few minutes Martie was
c. They had forgotten the map!

TRUE-TO-LIFE

FANCIFUL

2.

Susie's arms got very tired when she
ed her books home from school.

"There must be an easier way," she
ght.

ne bought a magic pencil and put it
ork writing her books. In no
e at all the pencil had written
f her books, and Susie had a
of books to keep at home.

"That was easy," said Susie. "But now
ve to learn to read magic writing!"

TRUE-TO-LIFE

FANCIFUL

3.

A family of chipmunks lived in the
woods near Steve's house. The father
chipmunk liked to spend all day
finding and hiding nuts. One cold
winter day he came and rang Steve's
doorbell.

"May I borrow your hammer today?"
asked the chipmunk. "I have a
toothache, and I want to crack open
some nuts."

TRUE-TO-LIFE

FANCIFUL

4.

It was still dark when Ted's mother
woke him up.

"Get up," she said. "It snowed
again last night. You have to help
shovel the path before going to
school."

Ted didn't move. He thought about
the long, snowy path to the barn
and the long, cold walk to school.

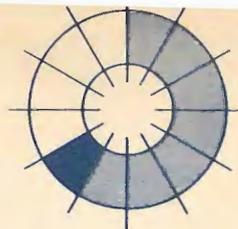
"I wish we'd never moved to this
place," he said to himself.

TRUE-TO-LIFE

FANCIFUL

READING TESTS for JORAMA

Level 8



51

Brzeinski and Hugh Schoephoerster

The Houghton Mifflin Readers

Name _____ Age _____ Yrs. _____ Mos. _____

Teacher _____

City _____

State _____

TEST 1	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word Recognition	Word-Attack	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning- Acquisition	Composite	Information- Locating	Information- Appraising	Information- Organizing	Composite	Classification	Element- Identification	Quality- Evaluation	Composite
Given Score	20	65	16	101	40	40	-	80	20	-	-	20				-
Raw Score	18	55	12	85	30	30	-	60	16	-	-	16				-
Score							-			-	-					-
(+) or (-) Score							-			-	-					-

TEST 2	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word Recognition	Word-Attack	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning- Acquisition	Composite	Information- Locating	Information- Appraising	Information- Organizing	Composite	Classification	Element- Identification	Quality- Evaluation	Composite
Given Score	20	76	-	96	65	-	48	113	50	-	-	50				-
Raw Score	18	64	-	82	55	-	39	94	42	-	-	42				-
Score			-			-				-	-					-
(+) or (-) Score			-			-				-	-					-

REFERENCE AND STUDY SKILLS (Cont'd)

TEST 13 • USING GUIDE WORDS (INFORMATION-LOCATING)

oft	mane	6. enormous	explode
master	_____	evaporate	_____
accident	ash	7. realize	skewer
arrange	_____	signal	_____
tea	trace	8. label	manage
violin	_____	manner	_____
popular	pumpkin	9. torment	whip
pleasant	_____	tomato	_____
deed	drain	10. insist	knock
describe	_____	junk	_____

BRING: $10 \times 3 = 30$

POSSIBLE SCORE: 30

PUPIL'S SCORE _____

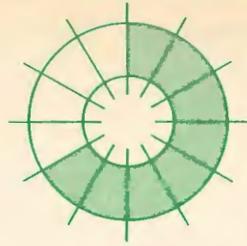
TEST 14 • USING A PRONUNCIATION KEY (INFORMATION-LOCATING)

swain (swān)	plane	plan	6. chintz (chīnts)	science	prince
plaque (plāk)	sack	sake	7. suite (swēt)	meet	met
sieve (siv)	leave	give	8. yolk (yōk)	lock	joke
feud (fyōod)	viewed	loud	9. whence (hwēns)	since	tents
crutch (krūch)	much	bush	10. squab (skwōb)	robe	rob

ă pat/ ā pay/ âr care/ ä father/ ě pet/ ē be/ ĭ pit/ ī pie/ îr fierce/ ǒ pot/
 ȝ toe/ ô paw, for/ oi noise/ ou out/ ȝ took/ ȝ boot/ th thin/ th this/ ũ cut/
 ûr turn/ yōo use/ ə about/ zh pleasure

READING TESTS for STA

Level 9



52

Brzeinski and Hugh Schoephoerster

The Houghton Mifflin Readers

Name _____ Age _____ Yrs. _____ Mos. _____

Teacher _____

City _____ State _____

TEST 1 HOUSEL	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning-Acquisition	Composite	Information-Locating	Information-Appraising	Information-Organizing	Composite	Classification	Element-Identification	Quality-Evaluation	Composite
Given _____																
able Score	24	-	28	52	24	21	68	113	48	-	-	48				-
al Score	20	-	24	44	21	14	58	93	39	-	-	39				-
Score		-								-	-					-
(+) or (-) Score		-								-	-					-

TEST 2 QUERADES	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning-Acquisition	Composite	Information-Locating	Information-Appraising	Information-Organizing	Composite	Classification	Element-Identification	Quality-Evaluation	Composite
Given _____																
able Score	44	-	24	68	24	-	48	72	24	-	24	48	21	-	-	21
al Score	34	-	20	54	21	-	42	63	21	-	18	39	18	-	-	18
Score		-								-						
(+) or (-) Score		-								-						

LITERARY SKILLS

TEST 14 • RECOGNIZING DIFFERENT TYPES OF LITERATURE (CLASSIFICATION)

the lettered list below are titles of stories and articles *iesta*. Following are numbered questions about those stories and articles. Write beside each numbered question the letter of the right answer. You may use your book.

- | | |
|---|---|
| <i>Brave Kate Shelley</i> (p. 265) | F. <i>The Case of the Mysterious Tramp</i> (p. 284) |
| <i>Desert Traders</i> (p. 316) | G. <i>Camel in the Sea</i> (p. 240) |
| <i>The Leaf Pile</i> (p. 223) | H. <i>A House for Aquanauts</i> (p. 138) |
| <i>Mischievous Meg</i> (p. 322) | I. <i>Mystery Guest at Left End</i> (p. 112) |
| <i>Rupert Piper Becomes a Hero</i> (p. 296) | |

- ___ Which selection, B or D, is an informational article?
- ___ Which story, F or I, is an example of a mystery?
- ___ Which selection is a poem?
- ___ Which story about a young girl, A or D, is informational fiction?
- ___ Which selection, G or H, is an example of realistic fiction?
- ___ Which story is told by one of the characters in the story?

SCORING: $6 \times 4 = 24$

POSSIBLE SCORE: 24 PUPIL'S SCORE _____

TEST 15 • RECOGNIZING AND EVALUATING VIVID DICTION (QUALITY-EVALUATION)

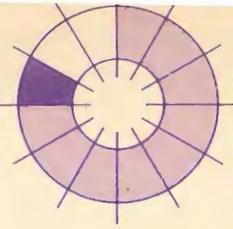
Each sentence below has a word missing. Draw a line under the best descriptive word for each sentence.

- | | |
|--|---|
| The plane started with a ___ roar.
noisy thunderous big | 4. The lamp started to fall, but Walt ___ it up just in time.
held picked snatched |
| The speeding car ___ to a stop.
screeched came rolled | 5. The fire gave a ___ welcome.
hot cheery nice |
| "There goes my bus," yelled Ted as he ___ out the door.
stepped dashed went | 6. Jo's heavy boots ___ when he walked.
clumped slipped tapped |

READING TESTS for LEIDOSCOPE

Level 10

53



Brzeinski and Hugh Schoephoerster

The Houghton Mifflin Readers

Name _____ Age _____ Yrs. _____ Mos. _____

Teacher _____

City _____ State _____

TEST 1	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning- Acquisition	Composite	Information- Locating	Information- Appraising	Information- Organizing	Composite	Classification	Element- Identification	Quality- Evaluation	Composite
Given _____																
able Score	48	-	24	72	48	-	96	144	24	-	-	24	48	-	-	48
al Score	42	-	20	62	40	-	80	120	21	-	-	21	39	-	-	39
Score		-				-				-	-			-	-	
(+) or (-) Score		-				-				-	-			-	-	

TEST 2	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning- Acquisition	Composite	Information- Locating	Information- Appraising	Information- Organizing	Composite	Classification	Element- Identification	Quality- Evaluation	Composite
Given _____																
ible Score	24	24	-	48	72	-	48	120	72	-	-	72	-	24	-	24
cal Score	20	21	-	41	61	-	41	102	62	-	-	62	-	21	-	21
l Score			-			-				-	-			-	-	
(+) or (-) Score			-			-				-	-			-	-	

LITERARY SKILLS

TEST 16 • RECOGNIZING DIFFERENT TYPES OF LITERATURE (CLASSIFICATION)

Below is a list of selections in KALEIDOSCOPE. In the parentheses after the number of the page on which that selection begins. Answer the numbered question that follows by putting the letter of the correct selection in the blank before the question. Use your book to help you.

1. *Samuel Morse's Magic Messages* (p.302)

E. *The Lion and the Rat* (p.69)

2. *What Name Bear?* (p.428)

F. A poem (p.338)

3. A poem (p.323)

G. *How I Became an Athlete* (p.48)

4. *Up Sang and the Cranes* (p.330)

H. *Web Weavers* (p.376)

★ Which selection is a myth?

_____ 5. Which selection is a biography?

_____ 1. Which selection is an example of realistic fiction?

_____ 6. Which poem, C or F, is an example of a Haiku poem?

_____ 2. Which one is an autobiography?

_____ 7. Which story, D or G, is fantasy?

_____ 3. Which story, A or E, is fiction?

_____ 8. Which selection, B or H, is a nonfiction selection?

_____ 4. Which selection is a fable?

G: $8 \times 3 = 24$

POSSIBLE SCORE: 24 PUPIL'S SCORE _____

TEST 17 • RECOGNIZING IMPORTANT STORY ELEMENTS (ELEMENT-IDENTIFICATION)

Multiple-choice answers are needed for each of the questions in boldface type.

Choose the correct answers for each question from the lettered list below.

Write the letter of each answer in the correct blank.

1. Who is the main character in these stories?

a. A palace near the ocean, long ago

★ *The Talking Wire* (p.305)

b. Roosevelt Grady, a migrant worker's son

_____ 2. *My Song Yankee Doodle* (p.441)

c. The spider caught a fly.

_____ 3. *How Baseball Began in Brooklyn* (p.70)

d. The jester gave a moon to the princess.

_____ 4. *Taking Away and Putting Into* (p.244)

e. Scotty, a young visitor at Fir Spring

5. What is the setting of each of these stories?

f. Hing, a Chinese-American boy

_____ 5. *Charlotte's Web* (p.378)

g. Lenore ate too many tarts.

_____ 6. *Many Moons* (p.472)

h. A present-day barn and barnyard

_____ 7. *A Gift for Mr. Lincoln* (p.225)

i. The Royal Wizard cured the king's daughter.

8. What are three events that took place in the

j. A little pig was lonely and cried.

9. setting of the following stories? List each setting

k. Pieter Denbooms, a young Dutch boy

in the correct order.

l. The stable of a castle, in ancient times

_____ 8. *Charlotte's Web* (p.378) _____ 9. *Many Moons* (p.472)

m. The king sent for his wise men.

_____ 7. First event _____ 10. First event

n. Charlotte introduced herself to Wilbur.

_____ 8. Second event _____ 11. Second event

o. A country road, over 100 years ago

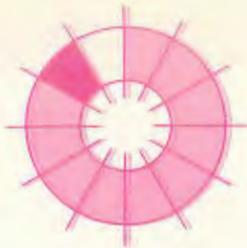
_____ 9. Third event _____ 12. Third event

p. Jin-Wai, a Chinese-American boy

READING TESTS for AGES

Level 11

54



Brzeinski and Hugh Schoephoerster

The Houghton Mifflin Readers

Name _____ Age _____ Yrs. _____ Mos. _____

Teacher _____

City _____ State _____

TEST 1	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning-Acquisition	Composite	Information-Locating	Information-Appraising	Information-Organizing	Composite	Classification	Element-Identification	Quality-Evaluation	Composite
Given _____																
Raw Score	48	-	24	72	72	24	48	144	-	-	24	24	24	24	-	48
Adjusted Score	41	-	20	61	61	20	40	121	-	-	20	20	20	20	-	40
Score		-								-					-	
(+) or (-) Score		-								-					-	

TEST 2	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning-Acquisition	Composite	Information-Locating	Information-Appraising	Information-Organizing	Composite	Classification	Element-Identification	Quality-Evaluation	Composite
NUCOPIA																
Given _____																
Raw Score	-	24	-	24	48	24	24	96	72	-	-	72	24	24	-	48
Adjusted Score	-	20	-	20	41	20	20	81	60	-	-	60	20	20	-	40
Score	-		-							-					-	
(+) or (-) Score	-		-							-					-	

LITERARY SKILLS

TEST 16 • RECOGNIZING DIFFERENT TYPES OF LITERATURE (CLASSIFICATION)

Below is a list of selections in IMAGES. In the parentheses after each is the number of the page on which that selection begins. Answer each numbered question that follows by putting the letter of the correct selection in the blank before the question. Use your book to help you.

Robert's Chemistry Set (p. 341)

Three poems (p. 93)

Thunderbird (p. 188)

Mustangs — *The Wild Horses* (p. 388)

E. *The Wolf and the Fox* (p. 356)

F. *How to Catch a Thief!* (p. 486)

G. *The Earned Name* (p. 376)

H. Three poems (p. 124)

★ Which selection is a myth?

1. Which one is a biography?
2. Which selection, D or E, is fiction?
3. Which poems, B or H, are examples of Haiku poetry?
4. Which story, A or G, is fantasy?

_____ 5. Which story, E or F, is an example of realistic fiction?

_____ 6. Which one, A or D, is nonfiction?

_____ 7. Which selection is a fable?

_____ 8. Which of the selections is an informational article?

SCORING: $8 \times 3 = 24$

POSSIBLE SCORE: 24 PUPIL'S SCORE _____

TEST 17 • RECOGNIZING IMPORTANT STORY ELEMENTS (ELEMENT-IDENTIFICATION)

Three answers are needed for each of the questions in boldface type.

1. Choose the correct answers for each question from the lettered list

below. Put the letter of each answer in the correct blank.

Who is the main character in these stories?

★ *Call It Courage* (p. 504)

1. *Thunderbird* (p. 188)
2. *The Earned Name* (p. 376)
3. *The Valiant Chattee-Maker* (p. 254)

What is the setting of each of these stories?

4. *Frozen Victory* (p. 244)
5. *The Fun They Had* (p. 38)
6. *The King of the Frogs* (p. 80)

What are three events that took place in the plot of the following stories? List each set of events in correct order.

Frozen Victory (p. 244) *Call It Courage* (p. 504)

7. First event _____ 10. First event
8. Second event _____ 11. Second event
9. Third event _____ 12. Third event

a. A family home; some time in the past

b. Mafatu made a knife from a whale's rib.

c. A giant who lived among the Indians

d. The big dog bared his fangs and growled.

e. Mafatu, a Polynesian boy

f. The boy pulled the dog onto the ice.

g. No-Water, a Sioux Indian boy

h. An African lake; many, many years ago

i. Uri barked furiously at the shark.

j. An Indian man who made jars

k. A family home; some time in the future

l. Jimmy reached for one of the dog's feet.

m. An American pond; in modern times

n. Has-ka, an Oglala boy

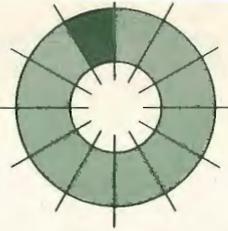
o. The boy pulled his dog from the foaming sea.

p. Spot fell through a hole in the ice.

READING TESTS for

AXIES

Level 12



55

W. C. Cresswell and Hugh Schoephoerster

The Houghton Mifflin Readers

Name _____ Age _____ Yrs. _____ Mos. _____

Teacher _____

City _____ State _____

TEST 1	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning-Acquisition	Composite	Information-Locating	Information-Appraising	Information-Organizing	Composite	Classification	Element-Identification	Quality-Evaluation	Composite
Score	24	-	24	48	48	24	24	96	24	-	24	48	24	24	-	48
Score	20	-	21	41	41	20	20	81	21	-	21	42	21	20	-	41
Score		-								-					-	
Score		-								-					-	

TEST 2	1 DECODING SKILLS				2 COMPREHENSION SKILLS				3 REFERENCE and STUDY SKILLS				4 LITERARY SKILLS			
	Word-Attack	Expressional	Pronunciation	Composite	Literal Comprehension	Interpretive Thinking	Meaning-Acquisition	Composite	Information-Locating	Information-Appraising	Information-Organizing	Composite	Classification	Element-Identification	Quality-Evaluation	Composite
Score	48	-	-	48	48	-	48	96	48	72	-	120	-	24	-	24
Score	41	-	-	41	41	-	42	83	40	61	-	101	-	21	-	21
Score		-	-													
Score		-	-													

LITERARY SKILLS

ST 16 • RECOGNIZING DIFFERENT TYPES OF LITERATURE (CLASSIFICATION)

Now is a numbered list of selections in GALAXIES. Decide which of the following types of literature each of those selections is. Then put the letter of that type of literature in the blank before the selection's number. Use your book to help you if necessary.

- | | | | |
|-------------------------|------------|-------------------------|--------------------------|
| historical fiction | D. Fantasy | G. Haiku | J. Nonfiction biography |
| fictionalized biography | E. Fable | H. Nonfiction narration | K. Narrative poem |
| humorous poem | F. Legend | I. Mystery | L. Nonfiction exposition |

★ *An Eskimo Boy's Courage* (p. 71)

1. *The Midnight Visitor* (p. 116)

2. *of Mice and Maximilian* (p. 146)

3. *The Dog of Pompeii* (p. 244)

4. *An Introduction to Dogs* (p. 277)

_____ 5. *Drum Major for Justice* (p. 335)

_____ 6. *Down to the Sea* (p. 391)

_____ 7. *How You'll Travel in Outer Space*
(p. 467)

_____ 8. *Alaska's Phantom Ship* (p. 180)

NG: $8 \times 3 = 24$

POSSIBLE SCORE: 24 PUPIL'S SCORE _____

ST 17 • RECOGNIZING IMPORTANT STORY ELEMENTS (ELEMENT-IDENTIFICATION)

Choose the correct answers for each question from the lettered list below. Write the letter of each answer in the correct blank.

Which are the main characters in each of the following stories?

★ *The Dog of Pompeii* (p. 244)

1. *Instant Friendship* (p. 12)

2. *Hunting the Giant Devilfish* (p. 295)

Which is the setting of these stories?

3. *The Peashooter Campaign* (p. 93)

4. *Surréal: 3000 A.D.* (p. 81)

5. *Gramma's Flowerpot* (p. 216)

What are four events that took place in the story of *The Young Pirates* (p. 497)? List the events in the correct order?

6. First event _____ 8. Third event _____

7. Second event _____ 9. Fourth event _____

Which event is the climax of each of the following selections?

10. *The Dog of Pompeii* (p. 244)

11. *On the Fence* (p. 373)

12. *A Chinese Fairy Tale* (p. 255)

a. Tom's mother brought out some lemonade.

b. A boy and his new neighbor

c. Wio-wani pulled down the wall and then killed Tiki-pu's master with a brickbat.

d. Chicago, in the present time

e. Bimbo drove Tito to safety and then disappeared.

f. Tom and Joe decided to run away.

g. Tom overheard the plans for his funeral.

h. Tom came back to help paint the fence.

i. New York City, in the distant past

j. Rontu and an octopus

k. Bimbo pulled Tito awake very early.

l. The boys sailed to an island.

m. A girl and her dog

n. An underground city, in the distant future

o. The three dead boys marched up the aisle.

p. A boy and his dog

q. New York City, a few years in the future

Appendix C
Sample Report Card

PERSONAL GROWTH

+ Indicates appropriate development
 - Indicates need for improvement

	10	20	30	40
Is cooperative				
Works well with others				
Displays courtesy toward children & adults				
Exercises self-control				
Cares for personal and school property				
Accepts suggestions well				
Behavior outside of class				
Shows class sportsmanship				
Observes rules and regulations				

WORK STUDY SKILLS

Uses time constructively				
Begins work promptly				
Completes work on time				
Works neatly				
Works accurately				
Works independently				
Listens attentively				
Follows directions				
Oral				
Written				
Participates in discussions and activities				
Is organized				
Seeks help when necessary				
Is learning to use reference material				

EFFORT

1. Working beyond class expectation
2. Working up to apparent ability
3. Applies self but experiencing difficulty
4. Working below apparent ability

READING

Instructional Level
 Applies word analysis skills
 Reads well orally
 Reads independently
 Understands and applies what he/she reads

	10	20	30	40

LANGUAGE ARTS

Applies grammatical concepts
 Expresses ideas well orally
 Expresses ideas in writing

HANDWRITING

Forms letters & numerals legibly

--	--	--	--	--

GENERAL MUSIC

--	--	--	--	--

SPELLING

Masters new words
 Spells accurately in daily work

SOCIAL STUDIES

Develops knowledge of other people, places and time
 Knows and applies map skills

SPECIFIC SKILL PROGRESS

- E Excellent
- V Very good work
- S Satisfactory
- I Improvement toward satisfactory
- U Unsatisfactory
- NA Not applicable

MATHEMATICS

Level: RMR Program
 Ginn Program

Knows facts
 Computes accurately
 Understands mathematical concepts
 Applies mathematical skills in problem solving

	10	20	30	40

SCIENCE

Participates in class projects
 Proceeds in scientific methods
 Handles materials appropriately

HEALTH EDUCATION

Health concepts

--	--	--	--	--

PHYSICAL EDUCATION

--	--	--	--	--

ART

--	--	--	--	--

1.

2.

COMMENTS:

3.

4.

Grade placement for September

Appendix D

Teacher and Cloze Placement of Students by Book Level

Table B

Teacher and Cloze Placement of Students by Book Level

Students	Teachers								Cloze Placement
	#1	#2	#3	#4	#5	#6	#7	#8	
#1	9	9	8	9	9	9	9	9	9
#2	9	9	9	11	9	9	9	9	9
#3	9	9	9	10	9	10	10	10	10
#4	9	9	9	10	10	10	10	10	10
#5	9	9	9	9	9	9	9	10	11
#6	10	10	10	10	10	11	11	11	10
#7	10	10	10	11	11	11	11	10	10
#8	10	10	9	10	10	11	11	10	11
#9	10	10	10	10	10	11	11	11	10
#10	10	10	10	11	10	11	11	11	10
#11	10	10	10	11	10	11	12	11	10
#12	10	10	10	11	10	11	11	11	10
#13	10	10	10	11	10	11	11	11	11
#14	10	10	10	10	10	11	11	11	11
#15	10	10	10	10	10	11	12	11	11
#16	11	11	11	11	11	11	12	11	11
#17	11	11	10	12	11	11	12	11	11
#18	11	11	11	12	11	12	12	12	12
#19	11	11	11	12	12	12	12	12	11
#20	11	12	11	12	12	12	12	12	12
#21	10	10	10	11	11	10	11	11	11
#22	10	10	10	11	10	11	11	10	10
#23	12	11	11	12	12	12	12	12	12
#24	12	11	11	11	11	12	12	12	12

Appendix E
Readabilities at Each Text Level

Table C

Readabilities at Each Text Level

Page	Readability Level
Rewards: Level 7	
18	2.58
107	2.15
50	1.69
189	2.44
116	1.88
36	1.75
7	2.17
144	2.86
267	2.85
162 *	2.37
101	2.16
170	2.99
Panorama: Level 8	
183	2.87
17	1.76
243	2.58
167 *	2.53
302	3.21
103	2.75
55	2.25
157	2.24
211	2.46
75	3.38
26	1.99
221	2.58

*Selected for cloze test construction as the passage closest to the mean readability of that level book.

Page	Readability Level
Fiesta: Level 9	
305	2.18
72	2.76
37	2.39
314	3.74
292 *	2.68
18	2.47
140	1.86
162	3.32
191	2.37
273	3.05
106	3.03
31	3.08
Kaleidoscope: Level 10	
339	4.95
406	6.01
263	4.57
75	4.09
324 *	4.62
238	5.03
125	4.49
429	4.62
368	4.33
133	4.27
46	5.84
32	4.28

Page	Readability Level
Images: Level 11	
330	4.91
212	4.38
262	5.68
324	4.78
140	4.79
30	5.09
419	5.74
390	5.20
314 *	4.85
458	4.10
208	4.68
62	4.27
Galaxies: Level 12	
102	4.27
175 *	5.14
483	4.73
181	4.96
317	4.61
30	5.68
270	5.03
456	4.91
412	4.85
258	5.74
64	5.28
109	6.21

Appendix F
Cloze Tests - Levels 7-12

Cloze Test - Level 7

Mr. Picklepaw's Popcorn

Mr. Picklepaw looked at the mountain of popcorn sadly.

"It seems too bad _____ waste all that lovely _____," he said with a _____.

"Who says it will _____ wasted?" said the mayor.
"_____ at all those children _____ waiting to go to _____."

Mr. Picklepaw smiled. "Then _____ them help themselves and _____," he said.

So all _____ children of the town _____ with buckets, baskets and _____ bags. Each one carried _____ as much popcorn as _____ could. Soon the mountain _____ popcorn was just a _____. Then it was a _____ pile. When the last _____ had filled his basket _____ the second time, Mr. _____ found he had enough _____ to last him for _____ week. So he put _____ away in paper bags.

_____ evening in every house _____ town, mothers were busy _____ things with popcorn. Some _____ popcorn balls. Some buttered _____

popcorn and salted it. _____ mixed peanuts with it.

_____ all ate and enjoyed _____ -- to the last fluffy _____.

Now Mr. Picklepaw still _____ to grow things. His _____ is full of flowers _____ vegetables.

These are _____ Mr. Picklepaw likes to _____.

There are blue-green _____ as big as your _____ . Oh, much bigger than _____.

There are beans running _____ poles as high as _____ mountain of popcorn. Well, _____ not quite as high _____ that.

But mostly there _____ popcorn.

And every year, _____ then, when fall comes _____ it is time to _____ the popcorn the children _____ with brown paper bags. _____ pick and pick and pick with Mr. Picklepaw until there is enough popcorn to last every body through the winter. But they are careful to keep it in a nice cool place.

Cloze Test - Level 8

Stevie's Other Eyes

The next day it was hard for Stevie to wait until afternoon. He kept thinking about _____ fun he was going _____ have, and then suddenly _____ remembered Billy. There were _____ things that Billy couldn't _____, now that his arm _____ broken, but he could _____ in a car. He _____ ride in a boat. _____ decided he would ask _____ Thomas if Billy might _____ with them to Bubbling _____.

When Daddy Thomas's car _____, Stevie hurried out.

"All _____!" Daddy Thomas called.

"I _____ to ask you something _____,"

Stevie told him. "Would _____ mind if another boy _____ along?" Billy Green has _____ broken arm. "There are _____ lot of things he _____ do."

Of course Daddy _____ said "Yes," and together _____ went to talk with _____ and his mother.

Before _____, Daddy Thomas's car was _____ along the highway. Two _____ boys sat beside him.

_____ talked of many things, _____ mostly about boats.

"You'd _____ not stand up in _____ boat today," Stevie teased _____. "If you tip it _____ you and the big _____ cast will sink to _____ bottom of Bubbling Lake."

_____ they got to Bubbling _____, Daddy Thomas took two _____ rods out of the _____. "Maybe we'll get a _____," he said. "Anyway, we'll _____ these along in the _____."

Daddy Thomas had arranged _____ use a friend's boat. _____ and Stevie dragged it _____ the water. They put _____ rods into the boat.

"_____ will be the best _____ for us to sit?" _____ Thomas asked.

"If I _____ in the middle seat, I can do the rowing," Stevie said. "You and Billy can sit in the back and tell me which way to go."

McDonnell, L. E. Stevie's other eyes. In W. K. Durr, J. M. LePere & R. Brown (Eds.), Panorama (Level 8). New York: Houghton Mifflin, 1971, 167-169.

Cloze Test - Level 9

The Case of the Mysterious Tramp

Encyclopedia opened his eyes. He asked but one _____:

"Did Mr. Clancy have _____ unusually large amount of
_____ in his billfold?"

His _____ looked startled.

"Why, yes," _____ answered. "It so happened
_____ Mr. Clancy had two _____ dollars in
his billfold. _____ had just been paid _____
work on a new _____ house. What made you _____
he was carrying a _____ of money?"

"He had _____ be," said Encyclopedia. "Now
_____ should have no trouble _____ the man who
struck _____ robbed him."

"No trouble?" _____ Chief Brown. "The woods
_____ out on the railroad _____. It's a sure
bet _____ the tramp hopped a _____ on a freight
train. _____ probably in another state _____ now."

"You'll find him _____ John Morgan lives - and
_____ two hundred dollars besides," _____
Encyclopedia.

"Do you think _____ Morgan helped the tramp
_____ Mr. Clancy?" asked Mrs. _____.

"No," answered Encyclopedia.

"Well, _____ do you think?" asked _____
Brown.

"I think that _____ Mr. Clancy stopped the
_____ in the woods, John _____ saw his chance,"
answered _____. "While Mr. Clancy was _____
the radiator, John Morgan _____ from the truck, knocked
_____ out, and stole his _____ with the two
hundred _____."

"What about the tramp?" _____ Chief Brown.

"There never _____ a tramp, Dad," said _____.

"John Morgan made him _____. John Morgan robbed Mr.
_____ by himself and then _____ him to the
hospital."

_____ Brown rubbed his chin _____.

"That could be what _____ happened," he said. "But
_____ can't prove it."

"The proof is down in black and white," said Encyclopedia.

Sobol, D. J. The case of the mysterious tramp. In W. K. Durr, J. M. LePere
& R. Brown (Eds.), Fiesta (Level 9). New York: Houghton Mifflin,
1974, 290-293.

Cloze Test - Level 10

Skill Lesson VII: Outlining an Article

Sometimes you need to study carefully a group of two or more paragraphs which we can call an article and which has a title. To do that studying, _____ can make an outline _____ important points which the _____ gives about the title. _____ this can help you _____ and remember just what _____ article says.

The first _____ to do in making _____ an outline is to _____ the title and think _____ it means. Then think _____ a question which you _____ the article to answer. _____ question may ask HOW, _____, WHEN, WHERE, WHICH, WHO, _____ WHY. If you saw _____ article that had the _____ Some Kinds of Seeds _____ Use as Food, what _____ would you expect the _____ to answer?

The next _____ to do in making _____ outline is to read _____ article itself so that _____ get answers to your _____. Do that now with _____ article that follows. Use _____ question: What are those _____ of seeds?

SOME KINDS _____ SEEDS WE USE AS _____

Most of the seeds _____ eat are grains. Often _____
boil and season rice _____ a vegetable, or use _____
in making desserts. Corn _____ also cooked as a _____,
on or off the _____. Many breakfast cereals are _____
of rice, corn, or _____. Much wheat and some _____
are ground separately to _____ wheat flour and rice _____,
and corn is ground _____ make cornmeal. We use _____
flour and meal in _____ many kinds of bread _____
cake.

Peas and beans _____ vegetable seeds. Usually we
_____ and season peas without _____ pods in
which they _____. Some beans are boiled or baked without
the pods.

Skill lesson VII: outlining an article. In W. K. Durr, V. O. Windley &
A. A. McCourt (Eds.), Kaleidoscope (Level 10). New York:
Houghton Mifflin, 1971, 324-325.

Cloze Test - Level 11

The Nightingale: A Chinese Fairy Tale

But the Emperor was not yet dead. Stiff and pale he _____
 in his splendid bed _____ the long velvet curtains
 _____ heavy gold tassels. A _____ was slightly
 open, and _____ moon shone down on _____
 and the artificial bird.

_____ poor Emperor, who could _____
 breathe, felt as though _____ were sitting on his _____.
 He opened his eyes _____ saw that it was _____,
 who had put on _____ Emperor's crown and was _____
 the golden scimitar in _____ hand and the splendid
 _____ banner in the other. _____ under the folds
 of _____ thick velvet hangings, the _____-looking
 heads were seen _____ forth, some with an _____
 hideous expression, others with _____ extremely gentle and
 lovely _____. They were the bad _____ the good
 deeds that _____ Emperor had done, and _____
 now fixing their eyes _____ him, while Death was _____
 on his heart.

"Do _____ remember this?" they whispered _____

after another. "Do you _____ that?" They were telling
 _____ so much that sweat _____ out upon his
 forehead.

"_____ cannot stand it," he _____.

"Music, music! Beat the _____ Chinese drum to drown
 _____ sound of it."

But _____ voices went on, and _____
 nodded his head in _____ fashion to everything they
 _____.

"Music, music," cried the _____. "You dear little
 artificial _____, sing! Oh, do sing! _____
 have given you gold _____ precious stones. I have
 _____ hung my golden slipper _____ your neck.
 Sing, do _____ sing."

But the bird _____ silent. There was no _____
 who could wind him up, and he could not sing of his own accord. Death
 continued to stare with his great hollow eyes at the Emperor, and everywhere
 it was still, fearfully still.

Anderson, H. C. The nightingale: a Chinese fairy tale. In W. K. Durr,
 V. O. Windley & M. C. Yates (Eds.), Images (Level 11). New York:
 Houghton Mifflin, 1971, 314-315.

Cloze Test - Level 12

Skill Lesson IV: Recognizing Important Story Elements

The characters are the persons or, many times, the animals that take part in the story. In "Maria's Big Experiment," _____ characters are Maria, Diane, _____ Webber, and Dr. Snow. _____ is the main character _____ the story is about _____ that happened to her. _____ the story "Of Mice _____ Maximilian," there are three _____ characters. Are they people? _____ are usually other characters _____ a story too. They _____ called minor characters, and _____ one of them is _____ as interesting as the _____ characters.

Every story happens _____ some time and at _____ place. The setting of _____ story is the combination _____ the time and the _____ in which the events _____. The setting of "The _____ Visitor" is Paris, France _____ the present day. Do _____ remember what the setting _____ "Spaceship Santa Maria" is?

_____ plot of a story _____ the plan for

things _____ are to happen in _____ story.

The author builds _____ plot by telling what _____ characters do, what they _____, and what happens to _____.

Good authors have many _____ ways of getting you _____ as soon as _____ to read their stories. _____, near the beginning of _____ story, things are said _____ to make you _____ of one or more _____ you want answered. Just _____ you started to read " _____ from School," you probably _____ yourself this question: Will _____ be able to adjust _____ her new life at _____ after being away at _____ for so many years? _____ this question in your _____, you read the story _____ get the answer.

Sometimes the author lets you know early in the story that a character in that story has a problem to be solved or overcome.

Skill lesson IV: recognizing important story elements. In W. K. Durr, V. O. Windley & K. S. Earnhardt (Eds.), Galaxies (Level 12). New York: Houghton Mifflin, 1971, 174-176.