

1: Full text of "ERIC ED An Introduction to the Cloze Procedure; An Annotated Bibliography."

The aim of this bibliography is to provide a reference on the cloze procedure for the practitioner and the researcher. The selection of material was done on the basis of (1) the importance of the source as a contribution to cloze research, (2) the extent and the usefulness of the source's.

Writing for the Web 3 Summary: Cloze Tests provide empirical evidence of how easy a text is to read and understand for a specified target audience. They thus measure reading comprehension, and not just a readability score. The resulting number is the reading level, usually stated as a grade level that corresponds to the number of years of formal education that are required to understand the text. When targeting a broad consumer audience, you should write at an 8th-grade reading level. Sad to say, no formula can measure whether users understand your site. Take, for example, the following two sentences: He waved his hands. He waived his rights. Both score well in readability formulas: But whereas everybody understands what the first sentence describes, you might need a law degree to fully comprehend the implications of the second sentence. In addition to pure literacy skills, comprehension depends on a mix of IQ, education, and background knowledge. Thus, to measure comprehension, you must test with real users from your target audience. Cloze Test Procedure The Cloze test is a common empirical comprehension test. It works as follows: Replace every Nth word in the text with blanks. Ask your test participants to read the modified text and fill in the blanks with their best guesses as to the missing words. Each person should work alone. The score is the percentage of correctly guessed words. Readability is a property of the text itself and predicts the education level typically needed for people to read the content without undue difficulty. Solution at the bottom of this page. The full text " before inserting the blanks " scored at a 14th -grade reading level, corresponding to having completed 2 years of university. Here are the missing words from the sample paragraph:

2: Cloze Test for Reading Comprehension

The cloze procedure is a reading comprehension activity in which words are omitted from a passage and students are required to fill in the blanks. This procedure is incredibly useful in reading.

This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. Research also suggests that older individuals have low levels of health literacy, but this finding is variable and may depend on which health literacy test is used. The study reported here assessed age-related DIF in a sample of community-dwelling volunteers. Twenty-two percent of items were differentially more difficult for older individuals independent of their overall ability, and when these items were eliminated from the total score, age differences were no longer found. The TOFHLA, and any measure that employs the cloze procedure to evaluate reading comprehension, should be used cautiously in older individuals. Studies have shown that level of health literacy is related to use of health services and measures of disease control [1 , 6]. It has also been related to increased risk for hospitalization in Medicare beneficiaries [7] and even to greater risk of death [8 , 9]. Several studies have found that individuals 65 years of age and older perform at lower levels on measures of health literacy compared to younger individuals [10 , 11]. Age comparisons showed that those 65 years of age and older performed at lower levels compared to participants who were younger. On the other hand, some studies with another widely-used measure of health literacy, the Rapid Estimate of Adult Literacy in Medicine, or REALM [14], have not found age-related differences [9 , 15 – 17]. One possible source of age-related differences in performance on tests of health literacy is the type of response required by the measure. The TOFHLA, for example, uses the cloze procedure to evaluate comprehension of health-related written material [18 , 19]. With the cloze procedure, the person evaluated is asked to read a text passage and supply words that have been deleted and replaced with a blank e. In the case of the TOFHLA the authors deleted every 5th to 7th word from three passages which progressively increased in level of difficulty [12]. Although the cloze procedure was created to assess text readability [19], it has been widely used as a device for measuring comprehension [20] and is incorporated in other health-related measures [21], although it has been criticized as inappropriate for use with low literacy individuals [22 , 23] and for routine use in healthcare settings [24]. The cloze format may be difficult for older adults due to its demands on cognitive abilities that decline with age, including verbal fluency and working memory [25]. Studies have shown that cloze performance may depend on working memory and that it modifies the relation between age and general cognitive ability in cognitive task performance [18 , 26]. Other authors have also demonstrated that working memory may differentially affect reading comprehension in older individuals [27 , 28], still further implicating it as a factor in performance on tests that use the cloze procedure. Finally, a previous study showed age-related differential item functioning DIF on several TOFHLA items in individuals over 50 years of age who were treated for HIV infection [29], suggesting that some TOFHLA items may be harder for older individuals than younger individuals even when they have the same overall level of health literacy. Using the cloze procedure to assess comprehension may thus inadvertently create a test with items that are differentially more difficult for elders, confounding the assessment of health literacy with age-related changes in cognition. This possibility can be tested by assessing whether test items display differential item functioning or DIF related to age [30]. A test item is said to exhibit DIF when it is more difficult for a member of one group than another e. If age-related DIF is present in the items of the TOFHLA, some items would be more difficult for older than younger individuals even though they have the same overall ability. This could occur because the DIF-related items make demands on a cognitive ability such as working memory that declines with increasing age. In essence, items with age-related DIF would thus evaluate two abilities in older individuals health literacy and working memory while ostensibly assessing only one health literacy. We also chose to explore the possibility that working memory would be related to performance on items showing DIF using standard parametric regression analysis and test whether taking age-related DIF into account would explain age-group differences in performance on the TOFHLA by comparing the performance on age-based

groups on the measure with and without items that show age-related DIF. Overview In this study we drew on data collected in a larger study whose purpose was to develop and validate a new measure of health literacy [31 , 32]. Participants whose ages ranged from 18 to 86 provided demographic information and completed the TOFHLA and a battery of cognitive and academic measures. These data thus provided the basis for an assessment of differences in TOFHLA performance between those 65 years of age and older compared to those who were younger while taking into account potential confounders that included education, general verbal ability, and basic reading skills. As we hypothesized that working memory might be a factor in age-related DIF, the relation of performance on a measure of working memory digit span backward to performance on the DIF-related items was evaluated in younger and older individuals. Participants Participants were community-dwelling volunteers aged 18 and older recruited through flyers in community centers, word of mouth, and from previous studies. As the purpose of the parent study was to develop a new measure of health literacy and to provide preliminary norms for it, participants were selected to represent a wide range of ages and educational levels and to be distributed across gender and race [31 , 32]. Of the participants who were younger than 65, 70 were white and 97 were black and 75 were men and 92 were women. Of the 69 participants who were 65 years of age or older, 54 were white and 15 were black and 19 were men and 50 were women. It can be seen that the average age of the younger group was approximately 43 while that of the older group was approximately 74 years. Figure 1 shows the number of individuals at each age in the two age groups and additional descriptive information is provided in Table 1.

3: Cloze - Compare Plans and Pricing

The aim of this bibliography is to provide a reference on the cloze procedure for the practitioner and the researcher. The selection of material was done on the basis of (1) the importance of the.

No attempt has been made to include every available article dealing with the cloze procedure, but the author hoped the reference would be inclusive enough to provide sufficient information for an extensive review of a particular area. Since then, a considerable amount of research on this technique has been undertaken. The cloze procedure can be defined as a method of systematically deleting words from a prose selection and then evaluating the success a reader has in accurately supplying the words deleted. Various methods of deletion and scoring have been developed. Early research centered on the methodology of cloze construction. Closely related to these studies were those dealing with the reliability and the validity of the cloze procedure. Populations of varying sizes, age ranges, and educational levels were also in evidence. As information from previous work became available, other investigators turned to cloze as a possible means of measuring comprehension and readability. Increased attention was also focused on implications for classroom teachers and the possible use of cloze as an instructional technique. The aim of this bibliography is to provide a reference on the cloze procedure which will be useful to both the practitioner and the researcher. The selection of material was done on the basis of the following criteria: The sources used in this bibliography have been arranged into four categories: In several instances this was an arbitrary decision, as the contents of a specific article were broad enough to fit into more than one category. In recent years an increasing number of doctoral dissertations concerned with the cloze procedure have been completed. Several of these are listed in this bibliography and are available from University Microfilms. No attempt was made to include every available article dealing with the cloze procedure. It was hoped that the bibliographies included in this reference would be inclusive enough to provide sufficient information for those desiring an extensive review of a particular area. Reviews of research by Bickley, Potter, Rankin, and Weintraub are included. These studies, considered as a group, cover the majority of materials published concerned with the cloze technique. This was done in recognition of its effect and influence on later work. Reviews studies concerned with the following aspects of cloze: Contains references to most of the significant cloze research. Accompanying text provides a well organized summary of this area. Schick and Merrill M. National Reading Conference, , 10m Reports the presentations of Hve speakers dealing with various aspects of the cloze procedure. Problems of cloze construction, scoring, and its use as a teaching instrument are discussed. Areas of future research are considered. Describes various applications of cloze with particular attention to the research on cognitive abilities, personality variables, and diagnoses in reading. Notes the lack of references dealing with cloze as a teaching tool. Reading Skills in Young Children: Identifies 81 cloze studies and lists them in a series of 20 tables containing the following information on each reference: An especially useful presentation because of this organizational pattern. Thurston and Lawrence E. National Reading Conference, , Surveys the cloze research completed to this date. References in this extremely complete listing are covered under three general headings: This compilation of 47 studies should be a useful source of information on earlier cloze research. Introduces the term "cloze procedure," defining it and suggesting various applications of this technique. Reports the results of several exploratory studies concerned with the construction of cloze passages and the use of cloze as a measurement of readability level. Important reference because of its influence on the research which followed. Examines in detail several of the early cloze studies. An especially useful presentation on the construction of cloze passages. National Reading Conference, , 1 Emphasizes the potential role of the cloze procedure in the study of language behavior and thought. Weaver criticizes the gestaltist view of cloze. Covers two segments of cloze research: Various deletion rates have been reported. These range from carefully preselected words to a purely mechanical method of removing every fifth, tenth, or twentieth word. One of the most common systems has been the one in five mechanical deletion pattern. Two methods of cloze scoring have been reported in the literature. Exact scoring is the giving of credit only when the cloze response is the same as the original text. Synonym scoring allows words of the same meaning to be scored as correct. International

Reading Association, , Investigates whether five different forms of a cloze test, constructed from the same prose passage, differ in difficulty. The number of cloze deletions was also considered in determining test level. Results indicated significant differences in mean scores of individual tests. An increase in cloze deletions tended to diminish these differences. The author suggests that when single forms of a cloze test are used, evaluation of the results must take into account possible error due to test selection. Introduces statistical procedures for determining whether test forms were drawn from passages of equal difficulty. Presents data enabling cloze investigators to make useful estimates in determining sample size and test length. This article should prove useful to persons designing cloze research. Reports the results obtained from the administration of a series of cloze tests to 50 sixth and seventh graders. Individual cloze responses were classified according to one of seven types. Statistical analysis showed that exact scoring seemed to yield the most valid results in the measurement of individual differences in reading ability and in the discrimination of passage difficulty. Compares a standard mechanical deletion technique to a noun-verb-adverb-adjective deletion pattern, with these words subjectively selected as likely to be predicted by a better reader. Results showed that the modified test was superior to the mechanical method in reliability and item performance. Concludes that this increased reliability may be enough reason to use a modified cloze deletion system. Generates alternative patterns of cloze construction with suggestions for their use in the measurement of creativity, intelligence, concept development, and dynamics of thinking. An innovative article containing observations and suggestions for future cloze research. Classifies various patterns of cloze deletion including omissions of both single words and groups of words. Results indicate that deletions ranging from every sixth word through every twenty-fourth word were almost equally restorable. When omissions were every third word or less, the replacement task became much more difficult. Words deleted in groups of two, three, and four were more difficult to restore than single omissions. Concludes that the influence of context on the selection of a particular cloze response is highly related to the number of words between deletions. The removal of every fifth word seems to be the best pattern. Describes the use of the cloze procedure with a group of functionally illiterate adults. Three types of cloze deletion were evaluated as predictors of a standardized reading test. The effectiveness of cloze in the measurement of reading difficulty was compared to several readability formulas. Discusses many of the problems encountered in cloze construction. These two references are especially helpful as an introduction to cloze methodology. See additional reviews of these articles listed under General References. Traditionally, formulas have been used to measure readability levels, and comprehension has been tested by either multiple-choice or essay questions. Each method has inherent problems which frequently give false or misleading results. The cloze procedure has been suggested as a viable alternative in these situations. The studies listed in this section reflect the interest researchers have had in these problems. Analyzes the readability level of ten prose passages taken at random from high school textbooks in each of four content areas. These included biology, chemistry, American government, and world history. Each paragraph was evaluated using the cloze procedure and ten elements of expressional style often found in readability formulas. A Tunit can be defined as the shortest unit in a sentence which can be terminated with a capital letter and a period. Statistical procedures showed insignificant differences between readability levels in the four content areas on all readability measures except two of the elements of expressional style. Scholastic Magazines, , Investigates the use of cloze as a measure of the comprehension difficulties of the passages from v. A cloze test and a multiple-choice comprehension test were developed for each of nine passages taken from the fields of literature, social studies, and science. Correlations between the two tests were highly significant. Provides table of equivalent cloze and multiple-choice test scores. Establishes a set of cloze test scores comparable to instructional and independent level criterion scores on oral reading tests. Classroom teachers can use these results as a frame of reference for evaluating cloze results. Considers the construction and use of cloze as a measure of comprehension in the classroom.

John Winthrop, Oliver Cromwell, and the Land of Promise Marc Aronson. Chevrolet Corvette 1963 to 1967 (MuscleCarTech) Management of hyperkalemia in dialysis patients Measuring forensic psychiatric and mental health nursing interactions Contes Populaires Cadiens Cajun Folktales Nation, class, and creed in Northern Ireland American survival guide Alyosha : trials and resolutions Meaning Creativity Part one : General. The story of books Strate that the research will add to fundamental knowledge. This is where The nation killers Cards against humanity expansion dl The Lesbian Almanac Quantitative Analysis for Management (9th Edition) When the Women Come Out to Dance To open office sheet The Afterlife of Edgar Allan Poe (Literary Criticism in Perspective (Literary Criticism in Perspective) Diary four : Final miracles. God image assessment Dispatches for the New York Tribune Fluid mechanics by ds kumar Smart companies, smart tools Rural Poor in the Great Depression Manual photoshop cs5 espaÃ±ol gratis Meeting the Challenge of 9/11 Energy magnetic resonator Thats what my mother taught me Preface : making teaching public UP TO THE STARTING LINE Anodic oxidation of aluminium and its alloys Level: 0, label: v, pagenum: 79, title: The Axial Age (c. 800 to 200 BCE)} Export powerpoint with notes osx Thermodynamics and the Design, Analysis and Improvement of Energy Systems (Advanced Energy Systems AES) Dungeons and dragons game Hades Daughter (The Troy Game, Book 1) Fun at the Circus (Learning Fun for Little Ones) A Negative Struggle Is The Same As A Positive Challenge Administrative medical assisting 7th edition