Demonstration: Cloze Passage as an Assessment Tool

The First Day of School

Ms. Rossi had prepared a name tag for each youngster. She put them on a __________ in alphabetical order according to __________ child’s first name, near the __________. As the third graders came __________ the room, she sat at __________ conference table, writing in her __________ journal. The table was visible __________ the corridor. She continued to __________ as each youngster approached, glancing, __________, at each student. Her actions __________ them that she was doing __________ important, but that they were __________ too. “Good morning. So glad __________ in the same class. I’m __________ about finished writing in my __________ journal. There is a box __________ portfolios on the shelf,” she __________, pointing to the portfolios filed __________. “They are in alphabetical order. __________ for yours alphabetically, using your __________ name. There’s a note for __________ in your dialogue journal.” She __________her journal when half of __________ children had been seated, and __________ of the others were in __________ classroom. She filed her journal __________ the appropriate portfolio section and __________ it. She began to move __________ the room from student to __________. “Oh, I’m glad to see __________ you found your portfolio. Here __________ your dialogue journal, Jim. It’s __________ the composition section of the __________. I wrote something in it __________ you.” “Tiffany,” she said as __________ put her arm on the __________ shoulder, “there is a letter __________ you in your mailbox.” Ms. __________ knew, from reading a note __________ Tiffany’s records that she owned __________ horse. “I know that you __________ horses, so I clipped an __________ about Shetland ponies and put __________ in your letter, too.” Ms. __________ put Cynthia McFarland’s *Hoofbeats: The __________ of a Thoroughbred* and *Album __________ Horses* by Marguerite Henry (both __________ novels) in her classroom library. __________ note to Tiffany in __________ dialogue journal referred to __________ books, and where to find them. Personally directed comments and suggestions were provided for each student and continued until all of the children were seated and involved with the portfolio, the mailbox, and other individual activities.