

# McLeod Assessment of Reading Comprehension

## SKILL ASSESSED

Reading Comprehension

## Grade Level

- Elementary Level, 2-5
- Upper Level, 6-8

## Language

English

## Grouping

Group/Individual

## Approximate Testing Time

15 Minutes

## Materials

- Pencil
- Elementary Level Test Booklet (pp. 115-119)
- Upper Level Test Booklet (pp. 121-125)

## Source

From *NewGAP* by John McLeod and Rita McLeod

► **WHAT** The *McLeod Assessment of Reading Comprehension* assesses reading comprehension by means of the “cloze” technique, in which students read a series of passages and supply words that have been deleted from sentences within each passage. Supplying the correct word requires comprehension of the sentences within the passage. While the passages are ordered in respect to difficulty, individual passages do not represent a specific grade level like those that appear in the *Fry Oral Reading Test*. Interpretation is based on the total number of correct words supplied for all passages administered. Two levels of the test assess reading comprehension in grades 2–5 and in grades 6–8 and above.

► **WHY** Comprehension is the ultimate goal of reading. This assessment requires students to accurately decode words, to apply their knowledge of grammar, syntax, and vocabulary, and to use critical reading strategies that aid in the literal and inferential comprehension of what is read. When administered to everyone in a class, the *McLeod Assessment of Reading Comprehension* serves as a valuable screening tool for identifying students who may have reading difficulties and who may benefit from additional assessment that focuses on specific skills underlying reading. It is useful to test frequently in the elementary and middle school grades.

► **HOW** Make booklets for students by copying either the elementary or upper level test pages that follow. For the youngest students, you may want to use only the first two to four passages of the elementary level. Distribute the booklets to the students.

*SAY: Do not open your booklets. There are some silent reading puzzles in these booklets. Some words are missing from sentences, and you have to write in the word that you think should go in each blank space. Let's do the first sample together.*

Work through the example paragraph aloud with the students. Read the first sentence, pausing for the blank, and have the students suggest an answer. Have them write the answer in the proper space. Repeat this process with the second sentence. Then have the students read the third sentence to themselves and fill in the answer. Check their work.

*SAY: In the paragraphs inside the booklet, write the one word in each blank that you think should go there. Just write one word in each blank space. If you can't think of a word, go on to the next one. When you come to the end of the first page, go straight to the second without waiting to be told, and continue until you come to the end.*

*You have 15 minutes to complete the test. If you do finish before the time is up, look over your work. Don't worry about the correct spelling—this is not a spelling test. Try to spell each word as best you can.*

After answering any questions, have students begin. After the time has expired or when students appear to have finished, ask students to stop.

This is not a strictly timed test. Students should be given a reasonable amount of time to complete the test. You may want to adjust the time limit if you are giving students fewer passages to complete.

**► WHAT IT MEANS** Use the scoring key that follows each form to correct the students' work. Place the total number of words correctly scored in the box after each passage. Then determine the total score and enter it on page 1 of the test booklet. Refer to the scoring criteria on the following page to determine approximate reading grade level. For those students whose reading

comprehension is below their current grade level, additional assessments should be administered that evaluate specific reading comprehension skills.

Scoring Criteria **Elementary Level**

Score	Reading Grade Level
1–4	Grade 1 and below
5–8	Grade 2, Early
9–14	Grade 2, Late
15–20	Grade 3, Early
21–25	Grade 3, Late
26–30	Grade 4, Early
31–34	Grade 4, Late
35–38	Grade 5, Early
39–42	Grade 5, Late
43–46	Grade 6, Early
47–49	Grade 6, Late
50–56	Grade 7 and above

Scoring Criteria **Upper Level**

Score	Reading Grade Level
1–40	Administer Elementary Level
41–55	Grade 7 and above

See also . . .

**CORE Teaching Reading Sourcebook, Section VII: Comprehension**

► **WHAT'S NEXT?** Students who score below grade level will benefit from an assessment provided by the *Fry Oral Reading Test*, the *San Diego Quick Assessment of Reading Ability*, and the *Critchlow Verbal Language Scale* to determine if fluency, word recognition, or vocabulary deficits are the underlying causes of poor comprehension.

# McLeod Assessment of Reading Comprehension, Elementary Level

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD.**

## PAT HAS A COLD

Pat did \_\_\_\_\_ feel very well.  
Dad gave her \_\_\_\_\_ hot milk. She  
drank the milk and went to rest \_\_\_\_\_  
her bed.

TOTAL SCORE

## A HUNGRY CAT

Kitty jumped up and sat on the table. She watched the fish swim round \_\_\_\_\_ round in the glass bowl. She tried \_\_\_\_\_ push the bowl with \_\_\_\_\_ paw, but could not tip \_\_\_\_\_ over.



## A TRIP TO THE HOSPITAL

Mike woke up in the middle of the night \_\_\_\_\_ called out for his mother and father. He \_\_\_\_\_ them that he was \_\_\_\_\_ feeling well and that \_\_\_\_\_ was a sharp pain \_\_\_\_\_ his side. Wrapping him \_\_\_\_\_ a blanket, Mike's parents rushed \_\_\_\_\_ to the hospital. A \_\_\_\_\_ examined him and informed his \_\_\_\_\_ that an operation was necessary.



**GO TO THE NEXT PAGE.**

## SCOTTIE RAISES THE ALARM

Something seemed to be wrong with Scottie, the family dog, when she woke up suddenly late one winter evening. \_\_\_\_\_ air was filled with smoke, and flames \_\_\_\_\_ coming from the stove in the corner \_\_\_\_\_ the kitchen. She ran upstairs to where the family was sleeping and began \_\_\_\_\_ bark loudly. Suddenly, the lights were switched \_\_\_\_\_ in each bedroom and Scottie watched \_\_\_\_\_ waited until the family \_\_\_\_\_ gone downstairs. Then she followed them \_\_\_\_\_ of the house and into \_\_\_\_\_ cool night air.



## A MODERN PIRATE

Carol had just finished reading a book about the pirates who used \_\_\_\_\_ sail the seven seas. She closed \_\_\_\_\_ eyes and soon she was asleep and dreaming \_\_\_\_\_ she was a pirate. She was not like the pirate in the book but one who flew \_\_\_\_\_ spaceship and attacked other spaceships. Instead \_\_\_\_\_ gold, silver and diamonds, her booty included precious fuels \_\_\_\_\_ expensive computers.



**GO TO THE NEXT PAGE.**

## JOSHUA

Each day Joshua woke at six in the morning. For most boys of his age, \_\_\_\_\_ to school was only a dream. Joshua himself had to \_\_\_\_\_ to provide money for the members \_\_\_\_\_ his family. Each day he had an hour's walk \_\_\_\_\_ the capital city where \_\_\_\_\_ would pick up a box containing plastic jewelry. For \_\_\_\_\_ next ten hours he \_\_\_\_\_ walk the streets, stopping tourists and begging them to buy some of the jewelry. The only \_\_\_\_\_ he rested was during the hottest part of the \_\_\_\_\_, when he was able to drink \_\_\_\_\_ tepid water and to \_\_\_\_\_ the orange that he had picked up at the market. At the \_\_\_\_\_ of the day he would receive the few coins that made up his pay, walk \_\_\_\_\_, eat a small supper, and then \_\_\_\_\_ asleep. He was always \_\_\_\_\_ tired to enjoy the normal life of a young boy.



**GO TO THE NEXT PAGE.**

## IN THE VALLEY OF THE UNKNOWN PLANET

Listen. Can you hear that whistling noise? It seems to be \_\_\_\_\_ from that mountain. Kris and Michael volunteered to \_\_\_\_\_ out and investigate. They put on their \_\_\_\_\_ suits and grabbed their laser pistols. They \_\_\_\_\_ the safety of their underground headquarters and began \_\_\_\_\_ cross the empty terrain that lay before \_\_\_\_\_ . Without encountering any problems they reached \_\_\_\_\_ mountain. Their bulky space suits \_\_\_\_\_ climbing difficult but after a few hours \_\_\_\_\_ reached the summit of the \_\_\_\_\_ . Before them stood a huge monument that \_\_\_\_\_ been constructed by previous settlers. The whistling started \_\_\_\_\_ and now the two spacemen \_\_\_\_\_ the cause.



**STOP. LOOK OVER YOUR WORK UNTIL TIME IS UP.**



# Scoring Key – Elementary Level

Correct responses for each passage are listed below. Mark errors in the test booklet. Do not count misspellings as an error. Count the number of correct responses and record this number in the space provided on the first page of the test booklet.

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## PAT HAS A COLD

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n't, not  
some  
in, on

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## A HUNGRY CAT

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and  
to  
her  
it

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## A TRIP TO THE HOSPITAL

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told  
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him  
doctor  
parents

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## SCOTTIE RAISES THE ALARM

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## A MODERN PIRATE

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and

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## JOSHUA

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the

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## JOSHUA (*continued*)

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time  
day  
some  
eat  
end  
home  
fall  
too

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## IN THE VALLEY OF THE UNKNOWN PLANET

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coming  
go  
space  
left  
to  
them  
the  
made  
they  
mountain  
had  
again  
knew

# McLeod Assessment of Reading Comprehension, Upper Level

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD.**

## PAT HAS A COLD

Pat did \_\_\_\_\_ feel very well.  
Dad gave her \_\_\_\_\_ hot milk. She  
drank the milk and went to rest \_\_\_\_\_  
her bed.

<b>TOTAL SCORE</b>

## MRS. HILL AND HER GARDEN

Everyone on West Street knows Mrs. Hill.

\_\_\_\_\_ is the little old lady who lives \_\_\_\_\_  
the little white house.

All summer long \_\_\_\_\_ is out working in her garden.  
This \_\_\_\_\_ is what she likes to do best \_\_\_\_\_ all.

“Hello, Mrs. Hill,” her friends say \_\_\_\_\_ they go by.  
“May we help you?”

Mrs. \_\_\_\_\_ always says with a smile, “No, \_\_\_\_\_  
you.” And she goes on working with \_\_\_\_\_ many plants  
and flowers.

One day last month, Mrs. Hill looked around \_\_\_\_\_  
garden. She looked \_\_\_\_\_ at the sky. “It is \_\_\_\_\_  
to take my house plants in,” she \_\_\_\_\_. “It will start to get  
cold soon.”

\_\_\_\_\_ by one, Mrs. Hill took her plants \_\_\_\_\_  
the house.



**GO TO THE NEXT PAGE.**

## THE ENEMY

In a corner of Mrs. Smith's living \_\_\_\_\_ hangs a golden cage. The cage is \_\_\_\_\_ home of Goldie, the parrot. Mrs. Smith also \_\_\_\_\_ a very haughty cat who, come what may, \_\_\_\_\_ be the master of the \_\_\_\_\_ .

For several days now the cat has noticed \_\_\_\_\_ Mrs. Smith has been paying more \_\_\_\_\_ to Goldie. She never stops saying: "What \_\_\_\_\_ darling he is! How sweet he is! \_\_\_\_\_ well he talks!"

The cat is fed \_\_\_\_\_. He notices that it is easy for \_\_\_\_\_ mistress to open the cage to feed \_\_\_\_\_ bird. So he takes advantage of her absence and, by \_\_\_\_\_ the cage door with \_\_\_\_\_ paw, lets the bird escape.



**GO TO THE NEXT PAGE.**

## THE CLEVER CROW

A thirsty crow found a water jug. Since there \_\_\_\_\_ only a little water in \_\_\_\_\_, she could not reach it with her \_\_\_\_\_. She hopped back a few steps and \_\_\_\_\_ flew against the jug. The jug did \_\_\_\_\_ move from its place. The crow saw \_\_\_\_\_ it was too heavy. But now she brought little stones \_\_\_\_\_ the field and threw \_\_\_\_\_ into the jug, so that the \_\_\_\_\_ soon rose higher. At last she could dip \_\_\_\_\_ beak into the water and quench her \_\_\_\_\_.



**GO TO THE NEXT PAGE.**

## ONCE UPON A TIME

Once upon a time there was a prisoner whom nobody ever \_\_\_\_\_ to see, and to whom no friend ever came to say \_\_\_\_\_ kind word in his dark \_\_\_\_\_. He led a dreary, wretched life, but one \_\_\_\_\_ a little mouse came out of a \_\_\_\_\_ in the corner. As it was \_\_\_\_\_ timid, it disappeared as soon as the \_\_\_\_\_ moved, but soon it came back. \_\_\_\_\_ threw it a crumb from his scanty meal. From then on the little mouse \_\_\_\_\_ back to see him every day.

It \_\_\_\_\_ to come and snuggle up against his neck or play on \_\_\_\_\_ hands. To cut a long story \_\_\_\_\_, they became real friends, and his dark \_\_\_\_\_ never seemed as lonesome \_\_\_\_\_ the prisoner when the little mouse \_\_\_\_\_ there.



**STOP. LOOK OVER YOUR WORK UNTIL TIME IS UP.**

# Scoring Key – Upper Level

Correct responses for each passage are listed below. Mark errors in the test booklet. Do not count misspellings as an error. Count the number of correct responses and record this number in the space provided on the first page of the test booklet.

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## PAT HAS A COLD

---

n't, not  
some  
in, on

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## MRS. HILL AND HER GARDEN

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She  
in  
she  
work  
of  
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Hill  
thank  
her  
at  
up  
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## THE ENEMY

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house  
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attention

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his/the  
the  
opening  
his

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## THE CLEVER CROW

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it  
beak  
then  
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that

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## THE CLEVER CROW (continued)

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from  
them  
water  
her  
thirst

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## ONCE UPON A TIME

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cell  
day  
hole  
very  
prisoner  
He  
came  
used  
his  
short  
cell  
to  
was