

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.

PAT HAS A COLD

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A HUNGRY CAT

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A TRIP TO THE HOSPITAL

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parents

SCOTTIE RAISES THE ALARM

The; the
were
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out
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A MODERN PIRATE

to
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that
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of
and

JOSHUA

going
work
of
to
he
the

JOSHUA (*continued*)

would
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day
some
eat
end
home
fall
too

IN THE VALLEY OF THE UNKNOWN PLANET

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go
space
left
to
them
the
made
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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.

TOTAL SCORE

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.

PAT HAS A COLD

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some
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MRS. HILL AND HER GARDEN

She
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she
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of
as
Hill
thank
her
at
up
time
said
One
into

THE ENEMY

room
the
has
will
house
that
attention

a
How
up
his/the
the
opening
his

THE CLEVER CROW

was
it
beak
then
not
that

THE CLEVER CROW (continued)

from
them
water
her
thirst

ONCE UPON A TIME

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