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**

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

### Scoring Criteria  **Upper Level**

<table>
<thead>
<tr>
<th>Score</th>
<th>Reading Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–40</td>
<td>Administer Elementary Level</td>
</tr>
<tr>
<td>41–55</td>
<td>Grade 7 and above</td>
</tr>
</tbody>
</table>

**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.
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**

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McLeod Assessment of Reading Comprehension, Elementary Level, Page 1

From *NewGAP* by John McLeod and Risa McLeod. ©1990 by Academic Therapy Publications. Printed with permission. Copyright ©1999 by COREL. Permission granted to reproduce for classroom use.
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 _________ across 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**
n't, not
some
in, on

**SCOTTIE RAISES THE ALARM**
The; the were
of
to
on
and
had
out
the

**JOSHUA (continued)**
would
time
day
some
eat
end
home
fall
too

**A HUNGRY CAT**
and
to
her
it

**IN THE VALLEY OF THE UNKNOWN PLANET**
coming
go
space
left
to
them
the
made
they
mountain
had
again
knew

**A TRIP TO THE HOSPITAL**
and
told
not; n't
there
in
in
him
doctor
parents

**A MODERN PIRATE**
to
her
that
a
of
and

**JOSHUA**
going
work
of
to
he
the
PAT HAS A COLD

Pat did __________ __________ feel very well.
Dad gave her __________ __________ hot milk. She drank the milk and went to rest __________
her bed.
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
_blank_ to see, and to whom no friend ever came to say
_blank_ kind word in his dark _blank_. He led a
dreary, wretched life, but one _blank_ a little mouse came out
of a _blank_ in the corner. As it was _blank_ timid, it
disappeared as soon as the _blank_ moved, but soon it came
back. _blank_ threw it a crumb from his scanty meal. From
then on the little mouse _blank_ back to see him every day.

It _blank_ to come and snuggle up against his
neck or play on _blank_ hands. To cut a long story
_blank_ , they became real friends, and his dark
_blank_ never seemed as lonesome _blank_
the prisoner when the little mouse _blank_ 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
n't, not
some
in, on

THE ENEMY
room
the
has
will
house
that
attention
a
How
up
his/the
the
opening
his

THE CLEVER CROW
(continued)
from
them
water
her
thirst

MRS. HILL AND
HER GARDEN
She
in
she
work
of
as
Hill
thank
her
at
up
time
said
One
into

THE CLEVER CROW
was
it
beak
then
not
that

ONCE UPON A TIME
came
a
cell
day
hole
very
prisoner
He
came
used
his
short
cell
to
was