

Testing Speeded Reading using the Cloze Elide Format
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Summary 47 words

A cloze-elide test was administered as a process-oriented test of speeded reading using a new format requiring only the identification of which lines of text contained errors. This format improved the practicality of scoring and Rasch analysis found good reliability for use as a formative classroom assessment.

Abstract 232 words

Traditional reading tests are product oriented in that they focus on the recall of information, conflating comprehension with long-term memory. Process-oriented tests target processes involved in comprehension, rewarding automatization and working memory (Koda, 2004). The cloze-elide (CE) format, also called an "editing test" (Bowen, 1978) is a process-oriented test of speeded reading, where students must cross out, or elide, redundant words added randomly to a text. Bowen (1978) presented evidence of reliability and construct validity, but the need for manual scoring limited practicality. Manning (1987) introduced a scoring formula to adjust for the incorrect elision of non-redundant words, called unplanned items (UIs). Elder and von Randow (2008) eliminated the need for a correction formula for UIs by specifying one redundant word per line of text using computer administered tests to address the difficulty of manual scoring.

This study investigated a CE format where students were required only to identify which lines of text contained redundant words, not the redundant words themselves. This makes CE practical as a formative classroom assessment by reducing the workload of manual scoring and allows for a simple machine-scorable test form. Rasch analysis of results from 108 students taking speeded CE tests of 99 items found person reliability of .89 and a small effect from UIs. Adjustment of classroom scores for UIs is still desirable though, so a simple scoring formula appropriate for class grades will be demonstrated.