



Tipo	Periódico
Título	CLOZE TEST: EVIDENCE OF VALIDITY BY RESPONSE PROCESS
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Programa/Curso (s)	Programa de Pós-Graduação Stricto Sensu em Psicologia
DOI	<a href="https://doi.org/10.1590/2175-35392020191537">https://doi.org/10.1590/2175-35392020191537</a>
Assunto (palavras chaves)	reading; Cloze test; validity
Idioma	INGLES
Fonte	Título do periódico: PSICOLOGIA ESCOLAR E EDUCACIONAL (IMPRESSO) ISSN: 1413-8557 Volume: 24
Data da publicação	03/08/2020
Formato da produção	Digital
Resumo	The objective of this research was to derive evidence of validity through the response process, through the analysis of the types of errors made by students, in a Cloze test and to analyze the difficulty of their items through morph syntactic analysis. For this research participated 593 elementary school students from de sixth to ninth grades from public schools. Two groups of protocols were formed, one with the children with the highest averages and the other with the lowest averages. The results showed that children with higher averages made more syntactic errors and those with lower averages made semantic errors. The assessment of homogeneity in the distribution of types of errors allowed us to find evidence of validity by the response process. The total numbers of grammatical classes found through morph syntactic analysis gave the text a balance regarding the difficulty of recovering words, indicating its use to measure reading comprehension.
Fomento	