

ASSESSMENT: MISCUE ANALYSIS

An assessment tool to help teachers observe processes children use as they read. By analyzing the errors or miscues, teachers can discover why errors were made and help students use appropriate strategies to correct errors.

MATERIALS:

Photocopy of text student is reading, pen or pencil for marking

PROCEDURES:

- Have student read from text he has begun, but not finished.
- Use your own code or the one that follows:
 - substitution - write the word above
 - insertion - write the word with ^
 - omission - circle the word omitted
 - self-correction - write the word used and then SC
 - no attempt - underline or cross out.

- Analyze the miscues:
 - positive miscue if meaning of text is not altered
 - negative miscue if meaning is altered and reader may have difficulty understanding the text

- Analysis may answer these questions:
 - Does the student rely too heavily on one strategy?
 - When one strategy does not work does the student give up or try another strategy?
 - Is the student reading word by word or for meaning?
 - Does the student understand what is being read?

Directions for Informal Miscue Analysis

1. Ask the student to choose a passage from a textbook or literature book that is somewhat challenging.
2. Photocopy the selection or use the miscue analysis sheet (Form 9.10). You may want to attach a copy of the text.
3. Ask the student to read the passage aloud. (It's also helpful to tape record the reading, especially if this assessment technique is new for you.) Tell the student that you can't provide any help.
4. Record the student's miscues on the photocopy of the text or miscue analysis form as you listen to the child read.
5. Ask the student to retell the passage to determine comprehension.
6. Afterward, analyze the information to determine the student's strengths and needs.
7. Based on the results, develop instructional strategies to help the student become a more proficient reader.

ASSESSMENT: INFORMAL MISCEUE ANALYSIS

Name: _____

Date and Title	Miscues and Comments Text vs. What student read	Skills/Strategies Taught	Fluency		Comprehension		
			Factual	Inferred	Factual	Inferred	
		Does the sentence make sense? Yes: No:	%	%			
		Does the sentence make sense? Yes: No:	%	%			
		Does the sentence make sense? Yes: No:	%	%			
		Does the sentence make sense? Yes: No:	%	%			
		Does the sentence make sense? Yes: No:	%	%			

ASSESSMENT: INFORMAL MISCUE ANALYSIS RECORD

Name: _____ Date: _____

Title: _____

Does the sentence make sense?

Yes: _____ %

No: _____ %

Student	Text	Cues Used		
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V
		M	S	V

Fluency _____

Factual Comprehension _____

Higher Level Comprehension _____

Skills/Strategies Taught:

Skills/Strategies Used:

Comments: