

Look More Closely. . .

- Does the miscue make sense up to the point of the error? Is the student trying to make sense of what is being read? Is the student looking at the pictures for clues? (The student gains meaning from the pictures). **(meaning)**
- Does the miscue sound right in the English language up to the point of the error? Can you say it that way in the English language? Is what he/she said possible in an English sentence? **(structure)**
- Does the miscue look similar to the word in the text? Does it have some of the same letters or patterns at the beginning, middle, or end of the word? Is knowledge of letters and their associated sounds being used? Is the student sounding out the word? **(visual)**
- Was the miscue self-corrected? **(self-correction)**

Organizing a Miscue Analysis

Word as it appears in the text	Student's miscue	M Does the miscue make sense up to the error?	S Does the miscue sound correct in the English language up to error?	V Does the miscue look similar to the word in the text?	SC Was the miscue self-corrected?
bit	bite	Y	Y	Y	N
up	--	Y	n/a	n/a	N
any	no	Y	N	N	N
wrapper	wrapping	Y	Y	Y	N
tiny	teeny	Y	Y	Y	N
--	candy	Y	n/a	n/a	N

Look for patterns.

- Does the reader tend to self-correct when meaning is disrupted?
- Is the reader relying too heavily on visual cues? Not enough?
- Is the meaning of the passage being preserved?

What is Miscue Analysis?

It is examining oral reading behaviors.

Miscue Analysis

Miscue analysis is an analytical procedure for assessing students' reading comprehension based on samples of oral reading. It is based on the belief that students' mistakes when reading are not random errors, but actually their attempt to make sense of the text with their experiences and language skills. Therefore, close attention to what students are saying can become a rich source of information on what a student is capable of, where he/she may need to go next, and what we might teach. When students substitute one word for another, skip a word, or even pause in their reading, teachers decide if and how to intervene. Interventions are based on whether they think the student's miscue is significant to the whole meaning of the reading at hand.

Miscue Analysis vs. Running Records

Running records are a useful tool for determining text level, observing cueing systems in use, and identifying individual teaching points for students. Running records determine text level by the number of errors made during reading. Miscue analysis is less concerned with the number of miscues than with the *type* of miscues. Good readers don't necessarily transact with text in a word-by-word manner. Many good readers skip words, substitute words, mis-call words and still gain a high level of meaning from a text. Miscue analysis honors the reasons behind miscues and the information documented is used to further the reading success of the given student.

Comprehension

Retelling is a powerful technique for checking understanding. Unlike answering specific questions after reading, retelling requires reprocessing large segments of text, thinking about the sequence of ideas/events and their importance. Retelling is a versatile tool for both the student and teacher.

For the student:

- it provides an opportunity to share what has been read
- it provides practice in reviewing the story or body of information and retelling it in sequence
- it helps develop oral language skills

For the teacher:

- it is an important type of informal assessment
- retelling can determine the degree of understanding a student had of a text

The skill of retelling cannot be overlooked during reading instruction and assessment. It is important, because retelling solidifies comprehension, connects information, improves critical thinking skills, and improves all areas of language. Brown and Cambourne found all areas of language development improve when children tell about what they have read or heard read. In order for a child to retell a story, he must understand the story, make predictions and inferences, and relate the story to his own life experiences.

In order to assess the students' comprehension, teachers will use the **Rigby Retelling Response Sheet** *and* the **Rigby Comprehension Check** to identify the students' level of understanding.

