

# Miscue Analysis *Classroom Procedure*<sup>\*</sup>

## Procedure and Questions for Coding

### Set-Up:

- Mark the typescript as thoroughly and faithfully as you can.
- Sequentially number all of the sentences in the story. Write the number near the first letter of each sentence.
- With a ruler, move down the typescript stopping at each period. In the margin of the typescript, make a line on which to put your coding. Next to the line you've drawn, write the number that corresponds to the sentence number in the typescript.

### Example:

0101    <sup>1.</sup> Doctor De Soto, the dentist, did very good work, so he had no

0102    end of patients.    <sup>2.</sup> Those close to his own size—moles, chipmunks,    1.    Y Y N

0103    et cetera—sat in the regular dentist's chair.    2.    Y Y N

### Coding:

Read each sentence one time only with the miscues the way the reader finally left them.

Evaluate each sentence according to these questions:

#### Question 1: *Syntactic Acceptability*

Is the sentence syntactically acceptable in the reader's dialect and within the context of the entire selection?

Y—The sentence, as finally produced by the reader, is syntactically acceptable.

N—The sentence, as finally produced by the reader, is not syntactically acceptable.

(Remember that syntactic acceptability refers to issues relating to parts of speech in acceptable places/order in English sentences).

#### Question 2: *Semantic Acceptability*

Is the sentence semantically acceptable in the reader's dialect and within the context of the entire selection? (Question 2 cannot be coded Y if Question 1 has been coded N.)

Y—The sentence, as finally produced by the reader, is semantically acceptable.

N—The sentence, as finally produced by the reader, is not semantically acceptable.

(Remember that semantic acceptability refers to issues relating to the meaning content in English sentences; does it still make sense within the context of the selection).

<sup>\*</sup> The *Classroom Procedure* is formerly known as "Procedure III" in the *RMI First Edition*.

### Question 3: *Meaning Change*

Does the sentence, as finally produced by the reader, change the meaning of the selection?

(Question 3 is coded only if Questions 1 & 2 are coded Y.)

N—There is no change in the meaning of the selection.

P—There is inconsistency, loss, or change of a *minor* idea, incident, character, fact, sequence, or concept in the selection.

Y—There is inconsistency, loss, or change of a *major* idea, incident character fact, sequence, or concept in the selection.

### Question 4: *Graphic Similarity*

How much does the miscue look like the text item?

H—A high degree of graphic similarity exists between the miscue and the text.

S—Some degree of graphic similarity exists between the miscue and the text.

N—No degree of graphic similarity exists between the miscue and the text.

**(Note: In the Classroom Procedure, the substitution miscues are coded directly on the typescript for graphic similarity)**

## CODING PATTERNS FOR THE CLASSROOM PROCEDURE

(Procedure III)

There are only five possible coding choices for this sentence-based procedure in which each sentence is read only once. They are:

*Patterns for language strength:*

YYN          YYP          YYY

*Patterns for weakness:*

YN -          NN -

REMINDER: Every sentence is coded in this procedure (even those in which no miscue is produced). A sentence in which no miscue is produced always receives a coding of YYN.

Source: Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.). Katonah, NY: Richard C. Owen Publishers, Inc.