Reading Miscue Analysis

Purpose

Student oral reading errors can be analyzed to look for patterns that may help identify student skill deficits. This handout describes common error types and provides instructions for using a Quick Miscue Analysis Table to identify trends.

Types of Errors

- **Graphophonetic error:** Preserves some important phonetics of the written word, even if it does not make sense (e.g.., written word is "friend," but spoken word is "fried").
- **Syntactic error:** Preserves the grammar of the written word (e.g., "ran" is the same part of speech as "jogged").
- **Semantic error:** Preserves the meaning of the sentence (e.g., "the woman is tall" has the same meaning as "the lady is tall").

Instructions for Quick Miscue Analysis Table

Administer a reading fluency assessment such as oral reading fluency (ORF) or passage reading fluency (PRF). When marking errors, also write the word the student said in place of the correct word (see sample passage on the last page of this handout).

Identify the first 10 errors from the student's most recent ORF/PRF assessment. First, write the written word(s) (what the student should have said) and the spoken word(s) (what the student actually said). Compare these to determine if the errors were graphophonetic, syntactic, or semantic. In each error type column, indicate yes or no, providing additional details when appropriate. For example, for graphophonetic errors, you may want to note if the initial or final sound in the word was preserved or if a specific sound was omitted.

At the bottom of the table, calculate the percentage of errors that were graphophonetic, syntactic, or semantic. For each error type column:

$$Percentage = \frac{100 \times number\ "yes"}{10\ total\ miscues} = 10 \times number\ "yes"$$

As an example, if eight of the ten errors were graphophonetic, then we would say that 80 percent of the student miscues were graphophonetic errors (because 10×8=80 percent). If one error type occurred for all 10 miscues, the percentage would be 10×10=100 percent.

Quick Miscue Analysis Table

	Written Word(s)	Spoken Word(s)	Graphophonetic	Syntactic	Semantic
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Percentage					

Practice Activity

Use this sample PRF passage to fill out the Quick Miscue Analysis Table on page 2 of this handout. Answers are provided on slide 18 of the Miscue Analysis PowerPoint.

Adventure on Highway 66

A snowstorm ~~can~~ could be exciting. But ~~too~~ that much snow ~~can~~ could cause 11

trouble. I learned ~~this~~ it in a way I will never forget. 22

My name is John Hearon. ~~I'm~~ I am a bus driver. At five o'clock one 35

morning I turned ~~my~~ the bus onto Highway 66. It was snowing. But I was 49

used to driving ~~in~~ at all kinds of weather. Maybe this storm wouldn't last 62

long. 63

~~As~~ While I drove, I counted my passengers. There ~~were~~ was 14 – nine men, 75

four women and a little two-year-old boy. It was so early that ~~most of~~ they 91

~~them~~ were still asleep. No one seemed to worry about the storm. 103

But after an hour or two, I felt ~~the~~ a wind getting stronger. ~~The~~ That bus 117

swayed from side to side. It was snowing harder, and I had to drive more 132

~~and more~~ slowly. I wished I had never started out. I didn't like the look of 148

things. 149