

## The Miscue Analysis

**Miscue analysis is a means** to use a running record for diagnosis to identify students' specific difficulties. Not only is the running record a way to identify reading rate and reading accuracy, but it is also a way to assess reading behaviors and identify reading behaviors that need support.

The term **miscue** is defined as an observed response that does not match what the person listening to the reading expects to hear. **Miscue Analysis** involves both a quantitative and qualitative component. Qualitative Analysis means looking at reading behavior for signs of strategy use.

**Miscue analysis** focuses on categorizing and understanding **miscues** with an eye on comprehension of the whole passage. After the **oral** reading of a passage, students are asked to retell the passage to assess comprehension of what was read.

### **A Change Miscue ( Self Correct )**

A common sign of a competent reader, a correction is a **miscue** that the student corrects in order to make sense of the word in the sentence.

### **Insertion.**

An insertion is a word(s) added by the reader that is not in the text.

**An omission.** During oral reading, the student omits a word that **changes** the **meaning** of the sentence.

A **significant miscue** is what we most commonly think of as an error. Here

- (a) the **miscue** changes the meaning of the sentence,
- (b) the **miscue** does not make sense within the sentence,
- (c) the student skips the word, or
- (d) the student needs help with the word. ...

This tells us there is a word identification problem.

## Types of Miscues

a) **A substitution miscue:** a substitution miscue happens when a reader substitutes incorrect words or phrases to replace the correct text.

"And my dad **don't** give us any more money"

"And my dad **won't** give us any more money"

The substituted word 'don't' for 'won't' means he has not been giving money at all. It shows the participant's weakness. Semantically, the word substituted does not change the meaning within the whole passage. This reflects the participant's strength.

'Something fell out of her bag'. In this sentence the preposition 'of' was substituted with the preposition 'from', the same parts of speech. The participant had made use of the consonant letter 'f' the ending initial, possibly to recognize the word 'from' for 'of'. The pronunciation of the word substituted is unacceptable in the phonic cueing system because there is no phonic similarity and graphically, there is no similarity between the word substituted and the word in print. Therefore, it exhibits the participant's weakness. Grammatically, the word substituted fits correctly into the sentence and it makes sense within the whole passage. The meaning is not changed either syntactically or semantically. Hence, the miscue is coded as the participant's strength.

b) **Insertion miscue:** an insertion miscue is when the reader reads words that are not in the text.

"**We can go on ^ the ghost train,**" The preposition 'in' is added in between the words. The addition of the word 'in' makes the sentence ungrammatical as it is redundant. It is coded as the participant's weakness.

c) **Omission miscue:** omission miscue is when a reader does not read words that are in the text.

"**My mum hasn't got any jobs for us**". The verb 'got' is omitted. Omission led to an incorrect sentence.

**“Then you could have a really good...”**. The word **‘really’** is omitted in the phrase. Both omission in the sentences and phrase do not affect the meaning syntactically. The causes of word omission are when reading is done too quickly (Goodman, 1973). However, Goodman (1973) as cited in Wixson (1979) pointed out that as readers become more proficient they tend to omit known words that are unnecessary for understanding rather than unknown words

d) **Correction miscue**: correcting and replacing words to their original form in the text is known as correction miscue.

e) **Repetition miscue**: readers reread the words or phrases in the text.

According to Wixson (1979), repetition takes place when the reader is confirming the meaning of the word or struggling with it. Readers repeat words when they are uncertain of the words and want to make sense of the passage. As such, these miscues are coded as the participant’s strength.

f) **Hesitation miscue**: while reading some readers pause in front of words in the text.

**“My mum / hasn’t got any jobs for us,”**

The reason for hesitation is believed that the readers are trying to decode the word that follows the pause (Husztai, 2008). This strategy used exhibits the participants’ strengths.

Among the miscues, substitution miscue provides more information about the reader compared to other miscues (Davenport, 2002; Goodman et al., 2005).

**A substitution miscue** is based on three aspects (Goodman et al., 2005):

a) Do the substituted words look like (the) text words? (grapho-phonically acceptable).

b) Do the substituted words fit grammatically into the sentence? (syntactically acceptable).

c) Do the substituted words make sense within the whole passage? (semantically acceptable)