



Over-the-Shoulder Miscue Analysis

Cover Page

Student _____ Grade _____ Date _____

Selection Read _____ Type of Text _____

Amount Read _____ Comments on Text _____

Notes from Teaching Conversation

Scribe as much as possible. Continue on back if needed.

These are suggestions for the conversation, which may include any or all of the following (or other discussion):

- *Tell me about what you just read. Anything you'd like to add? Do you remember what happened here? If something significant was omitted: Does this remind you of anything? Do you have any questions about this?*
- Take back to OTS form. Discuss patterns of miscues. Go back to individual miscues (teacher-selected or student-selected). *What were you thinking when you said...? How did you get that?*
- Go back and clarify concepts or words where meaning may have been lost.
- Select a brief Teaching Point. Model or remind student of a strategy. Suggest something to work on
- End with a Celebration Point. Point out what the student is doing well.

Over-the-Shoulder Miscue Analysis

Miscue Page

Student _____ Date _____ Selection Read _____

Reader said	Text said	Self-corrected	Uncorrected—No meaning change	Uncorrected—With meaning change	Graphic Similarity			Self-corrected during conversation
					High	Some	None	
Total miscues this page								

Over-the-Shoulder Miscue Analysis

Insights Page

	Self-corrected	Uncorrected—No meaning change	Uncorrected—With meaning change	Graphic Similarity			Self-corrected during conversation
				High	Some	None	
Overall totals							
Percentages							

Cannot code for graphic similarity: Complex miscues, omissions, insertions, partials

Number of errors coded for graphic similarity _____

Observations about Comprehension During this Reading

(Not all will be observed during each reading)

- _____ Mentions important information
- _____ Able to summarize, gets the gist
- _____ Able to synthesize text information. Gains a new perspective.
- _____ Combines ideas
- _____ Able to extend understanding through connections:
 - _____ to self
 - _____ to the world
 - _____ to other texts (or movies)
- _____ Refers to making visual images of the text during reading
- _____ Able to analyze the author's craft (interesting words, metaphors, similes, colorful images)
- _____ Asks questions
- _____ Makes inferences and predictions

—Ruth Davenport. (2002). *Miscues, Not Mistakes*. Portsmouth, NH: Heinemann.

Global Observations

- _____ Reader is self-monitoring his/her reading and constructing meaning
- _____ High number of self-corrections, uncorrected miscues don't change meaning (it's for it is, *Mother for Mom*)
- _____ Reader needs to be more concerned with the construction of meaning
- _____ High number of uncorrected miscues that change meaning, accepts nonwords
- _____ Reader is over-relying on print. Sounding out is strategy most commonly used
- _____ Graphic similarity is high on miscues that change meaning (*house for horse*)

Additional Insights about this Reader and Suggestions for Instruction