

# 10

## Assessment

### Activities

#### Miscue analysis

##### Aim

To practise making an assessment of children's reading using miscue analysis.  
To discover the strategies children use when reading.

##### What to do

Read *A Dark, Dark Tale* by Ruth Brown to the students.

Ask them to look at Michael's reading of *A Dark, Dark Tale* in Figure 10.1 which has been annotated to show his miscues.

*A Dark, Dark Tale by Ruth Brown*

*One*

Once e upon a time there  
was a dark, dark moor.

*m,m*

On the moor there was  
a dark, dark wood.

*dark*

In the wood there was  
a dark, dark house.

At the front of the house  
there was a dark, dark door.

Behind the door there  
was a dark, dark hall.

*hill*

*hill*

In the hall there were *steps*  
some dark, dark stairs.

*steps*  
Up the stairs there was *pussy*  
a dark, dark passage.

*Ac/act/ac*  
Across the passage there was  
a dark, dark curtain.

Behind the curtain was  
a dark, dark room.

In the room was a dark, *cup*  
dark cupboard.

*cup*  
In the cupboard was *cannon*  
a dark, dark corner.

*cannon*  
In the corner was  
a dark, dark box.

And in the box there  
was ... A MOUSE!

Discussion after reading the book

Michael's retelling was brief and indicated that he was distracted by the cat in the illustrations. There was little sense of story in his retelling, which was rather disjointed. He listed some of the individual items from the story such as window and cannon but was not able to narrate a sequence of events.

### **Figure 10.1** Michael's reading

*A Dark, Dark Tale* by Ruth Brown is reproduced by kind permission of Anderson Press/Red Fox.

The students should use this to work out Michael's strengths and weaknesses as a reader. They should set two targets for Michael. One should be to develop his word recognition strategies, the other to develop his comprehension. They should then list a number of classroom activities which would help Michael to achieve his targets.

## Websites

DCSF target setting: <http://www.standards.dfes.gov.uk/ts/>

This website contains guidance about setting school and individual targets.

National Curriculum in Action: <http://www.ncaction.org.uk/>

This website contains samples of children's work. The samples are analysed to show what children have done well and where there is room for improvement.

QCA Optional Tasks for the More Able: [http://www.qca.org.uk/qca\\_9146.aspx](http://www.qca.org.uk/qca_9146.aspx)

The tasks linked to this page provide schools with optional resources that can be used to support teacher assessment of more able pupils. These also provide teachers with ideas for literacy activities for gifted children.

Qualifications and Curriculum Authority Assessment for Learning Guidance: [http://www.qca.org.uk/qca\\_4334.aspx](http://www.qca.org.uk/qca_4334.aspx)

## Links to on-line reading

National Assessment Agency (2004) *Building a Picture of What Children Can Do*. Available at: <http://www.naa.org.uk/libraryAssets/media/building-a-picture.pdf>

This is a guide to the assessment arrangements at Key Stage 1. It gives advice about how to build assessment into everyday classroom activity, together with some examples of level judgements for reading, writing and mathematics.