

DIRECTIONS for the *MILLER WORD IDENTIFICATION ASSESSMENT I* (MWIA I)

INTRODUCTION

The MWIA Level I is a quick way to see how a person analyzes words: By decoding (sounding-out), by sight memorization, or a mix of the two. The MWIA consists of a "Holistic" and a "Phonetic" list. You need a pen/pencil, stopwatch or equivalent, a clip-board or folder to hold your copy out of sight of the student, and a copy of the test for the student. (Use a separate copy to record each student's responses.)

If the student is apprehensive about being timed, tell him this is part of some research (which it is) and that we need to see if he reads one list slower or faster than the other. Explain that he should read aloud across each line (point), and stop at the end of the first list.

TESTING

When you and your watch are ready, tell him to begin, and start your watch. Underline each word he mis-calls, but give no hint or signal; if he self-corrects, just circle the word. If possible, mark some indication of his error for later analysis. When he completes the Holistic list, stop your watch. Ask him to wait while you record the time, and reset your watch.

Repeat as above for the next list. Stop your watch; record the time.

On the PHONETIC LIST ONLY, re-visit 6 - 10 of the words he mis-called, point to each and say, "Spell this out loud while you're looking at it, then say it again." If he says it right, complete the underline into a full circle around the word. If he still says it wrong, bracket the word /thus/ to indicate that it was attempted but not successful. If he "blurts out" the correct word without spelling it, just circle the word. Enter the # of words spell-corrected and total # re-tried for the Phonetic list.

SCORING

Convert the recorded times to speeds in WPM (words-per-minute) by the formula (3000 divided by seconds). Record WPM's. The percent slow-down (SD) from the Holistic speed (HS) to the Phonetic speed (PS) is $100(PS/HS)$ subtracted from 100:

$$100 - 100(PS/HS) = \%SD$$

% Phonic Efficiency is words corrected divided by words re-tried, expressed as a percent.

INTERPRETATION

Severity of "Whole-Word-Dyslexia" (WWD) is proportional to %SD and the rise in errors on the Phonetic list. Up to 5% SD is mild, 10-20% is moderate, >20% is severe. Up to 3 Phonetic errors is mild, 4-8 is moderate, >10 is severe. Combinations are left to the judgment of the examiner. Examine the errors: if the substituted word is a "look-alike," he's using memory instead of decoding. If he switches a vowel it's a phonetic error. If he mistakes look-alike consonants, e.g., "n" or "b" for an "h," it could signal a visual difficulty. The above are not absolutes!

Please call TLC regarding your results and experiences. We'd like to know. Will discuss remedies. The number is 631-650-2952. Rudolf Flesch's 1955 phonics primer, *Why Johnny Can't Read and what you can do about it*, is readily available in an inexpensive paperback and highly effective for helping students with WWD. Visit the Education page on the donpotter.net website for other recommended programs and general information concerning whole-word dyslexia.

The Miller Word-Identification Assessment I (MWIA I)

SUMMARY SHEET

Edward Miller, 1991

Name _____ M (___)/F (___) Age ____ Grade ____ Test Date _____

School _____ City/State _____

Level I

Holistic WPM _____ Phonetic WPM _____ Difference _____

Difference _____/Holistic WPM _____ x 100 = _____% of Slow-down

Holistic Errors _____ Phonetic Errors _____ Difference _____

Ratio of Phonic Errors _____/Holistic errors _____ = _____

Phonetic Corrected _____ out of _____ attempted = _____% Phonic Efficiency

Tested by _____

Scored by _____

K - 1 School _____ City/State/District _____

Method/Program _____

Publisher _____

Comments:

Name _____ M ()/F () Age _____ Grade _____ Test Date _____

Holistic – I

Time _____:_____” = (_____ Sec)\3000 = _____ WPM

Err _____

Sam am and anywhere a are box be
boat could car do dark eggs eat fox
green goat good ham here house I in
if like let mouse me may not on
or rain say see so that them there
they tree train the try thank would will
with you

Phonetic – I

Time _____’ _____” = (_____ Sec)\3000 = _____ WPM

Err _____ Spell-Cor _____/ _____ Phon Eff _____% Slow-Down _____%

Ben nip map tag job met sip mix
pad lock wig pass hot rack jet kid
pack Tom luck neck pick cut deck kick
duck fuzz mud hack sick men hunt rash
pest land tank rush mash rest tent food
bulk dust desk wax ask gulps ponds hump
lamp belt