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## 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 clipboard 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!

This test was first published on 9/27/03 on the [www.donpotter.net](http://www.donpotter.net) web site, from a copy Mr. Richardson send Donald Potter. 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. Hazel Loring’s highly effective *Reading Made Easy for First Grade with Blend Phonics* is available for free on Donald L. Potter’s website: [www.donmpetter.net](http://www.donmpetter.net). Mr. Richardson passed away in 2008 and his TLC organization was disbanded. There is also a MWIA II, which consists of two lists of words of 210 words each to use with older students. Writing the students response over the misread word will quickly reveal that the students are reading the words by shape. Articles by Samuel L. Blumenfeld, Miss Geraldine Rodgers, Raymond Laurita, Helen Lowe, Charles Walcutt, Dr. Patrick Groff and many other experts can be read for free on Mr. Potter’s website.

# 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