DIRECTIONS

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

Charles M. Richardson, B.S, M.S, P.E, September 25, 2003
Revised Donald L Potter, June 10, 2016

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 all 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!

The Miller Word-Identification Assessment – Dolch I (MWIA-D I)

SUMMARY SHEET

Donald L. Potter, February 11, 2016

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 _____

<u>Holistic-D I</u>　　　Time ____:____" = (_____ Sec)\3000 = _____ WPM　　Err _____

the	to	and	a	I	you	it	in
said	for	up	look	is	go	we	little
down	can	see	not	one	my	me	big
come	blue	red	where	jump	away	here	help
make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at
with	all						

<u>Phonetic – I</u>　　　Time _____'_____" = (_____Sec)\3000 = _____ WPM

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

bib	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	fond
bulk	dust	desk	wax	ask	gulps	ponds	hump
lamp	belt						

Note from Internet Publisher: Donald L. Potter

March 21, 2012

Charles M. Richardson, B.S, M.S, P.E, sent me a copy of the *Miller Word Identification Assessment Level 1* on September 25, 2003. The Copyright notice on that test was 1991. Mr. Edward Miller originally developed the test to demonstrate the presence of what he called "artificially induced whole-word dyslexia. I published the MWIA I on November, 27, 2003 on my website, www.donpotter.net. It is still available there, just as Mr. Richardson sent it to me.

On the original assessment, the Holistic Words were the 50 words in Dr. Seuss's *Green Eggs and Ham.* Mr. Miller had discovered that Dr. Seuss wrote his books using a list of sight-words developed by Phyllis Cerf the wife of Bennett Cerf of Random House Publishing to help support children learning to read with the look-and-say readers, such as the famous *Dick and Jane Series*. William Spalding of Macmillan Publishing convinced the Bennett Cerf that kids could learn to read sight-word if they could be publish in attractive books that would interest young people. Dr. Seuss had such a knack and wrote several such book, including, *The Cat in the Hat,* and *Green Eggs and Ham.* This effectively turned every child's library into a look-and-say classroom before the children attended school. Mr. Miller surmised that memorizing sight-words as the parent read the stories to the children might cause them to identify words as wholes by means of word shape and context, just like dyslexic children read.

The original MWIA Level 1 had 8 words that were not on the Dolch List. The MWIA-D I differs from the MWIA I in that I have replaced all the Dr. Seuss Words with the first 50 Words on the graded Dolch List: 40 words from the Pre-Primer List and 10 words from the Primer List. These are the first 50 sight words taught in the schools.

The Phonetic Words were taken from the first 14 exercises in Rudolf Flesch' 1955 *Why Johnny Can't Read and What You Can Do About It.* They are simple word that children taught to read with Hazel Loring's *Reading Made Easy with Blend Phonics for First Grade* would never miss. The fact that students misread more Holistic Word than Phonetic Words and read the Holistic Words significantly slower than the Phonetic Words is irrefutable evidence that the students have been taught to "read" whole-word memorization of sight-words and have a confused visual response pattern as a result.

There is a Level 2 assessment for older students. I generally use the MWIA-D Level 1 with children below third grade.

Mr. Richardson passed away in 2008. He was a brilliant intellect, a true friend, and a great warrior for phonics-first instruction. He wrote me shortly before he passed away that he was passing the torch to me. Mr. Richardson was an engineer for Sperry during the Apollo moon program. He later called himself an "Educational Engineer." I hope to honor his wishes by continuing his work.

Articles by Samuel L. Blumenfeld, Miss Geraldine Rodgers, Raymond Laurita, Helen Lowe, Charles Walcutt, Dr. Patrick Groff, and others are available on the Sight Word Information Page of the www.blendhonics.org website.