The MWIA Version 3, V3 short, and V1 short

About the MWIA

The Miller Word-Identification Assessment (MWIA) measures the speed and accuracy with which the student reads two types of words, holistic and phonetic. The holistic words are based on high frequency sight words and the phonetic words are phonetically regular words that are lower frequency.

These versions of the MWIA are shorter versions than the full MWIA developed by Edward Miller. The original version is available for free online from Don Potter.¹ The full version will gave a bit more information but takes longer to give. 40L developed the short versions of the MWIA to shorten testing time for group classes. The short versions also allow for retesting after a shorter period without test bias because different words are used on each version. (You can reuse the full versions after a few months, making sure that you do not tell the student the answers, do not supply the correct word for an incorrectly read word when giving the test.)

Giving the MWIA

You will need two copies of each test, one for you and one for the student being tested. You will also need a pencil and a book or folder to hide your copy of the test from the student being tested so that they don’t get distracted by what you are writing.

Tell your student that they are going to read each section aloud to you with a short break in between each section. Say, “I’m timing you to see how you read two types of words. You need to read each group aloud at your normal reading speed, don’t rush through.” Explain that they will read each group of words from left to right, line by line. Show the start and stop point for each group before starting timing.

On your copy, mark words missed and the time to read each group of words. If you have enough time, write the word said incorrectly above the word, for example, if the word was “squeal” and the student said “squirrel”, write squirrel above the word squeal. If you do not have enough time, you can just mark an X above the word missed. If the students at first says a word incorrectly but them corrects themselves, write S/C for self-correct above the word.

Which MWIA to give

You need to give the 40L Quick Screen Reading Grade Level Test² (40L QST) before the MWIA. Students scoring at the 1st grade level or below on the 40L QST should take the

¹ Original full length MWIA: http://www.donpotter.net/pdf/mwia.pdf

² © 2017 by 40L, www.40L.org
MWIA 1 short. Students scoring above 1st grade level (a score of 1.1 or higher on the 40L QST) should take the MWIA version 3. If testing time is limited, use the MWIA version 3 short instead for these students.

Scoring the MWIA

For each section, count the number of words missed and the time to read the section. Convert the time from minutes and seconds to seconds. For example, 2 minutes 27 seconds would be 120 seconds + 27 seconds, or 147 seconds. A short version of a table showing conversions is at the end of this document. If you need a full conversion table, one is at the end of the silent reading speed test.²

For the spell correct, have the student spell each word they missed on the phonetic portion and then read it. The number read correctly of the errors is the score. For example, if the student read 8 of 10 missed words correctly after spelling them, the spell correct score is 8/10. When time is short, you can skip this portion of the test.

Scoring the number of errors for each section is easy--just count up the number of missed words. Self corrected words do not count as errors. To get Words Per Minute (WPM), you multiply the number of words read by 60, then divide by the number of seconds it takes to read these words. The multiplication by 60 is pre-calculated. For example, the MWIA 3 has two sets of 70 words, so you use 4200/time to read in seconds. The MWIA 3 short has two sets of 35 words, so you use 2100/time in seconds. The MWIA 1 short has two sets of 25 words, so you use 1500/time in seconds. These numbers and the equation are on each MWIA testing document. Scoring the WPM is different for each version, example scoring for each version is shown below. The equation for the slowdown is the same for all versions but this will also be shown below since you need to get WPM rates to calculate the slowdown.

Example scoring of the MWIA 3

A student who read the 70 Holistic words in 60 seconds and the 70 Phonetic words in 80 seconds would have a WPM rate for the Holistic words of 4200/60 or 70 WPM and a WPM rate for the Phonetic portion of 4200/80 or 52.5 WPM. You round to 53 WPM. To calculate the slowdown, use the formula 100 X (Holistic WPM - Phonetic WPM) / Holistic WPM. This example student would have a slowdown of 100 X (70 - 53)/70, or 100 X (17/70), which is a slowdown of 24%.

² 40L’s Quick Screen Reading Grade Level Test:
http://www.thephonicspage.org/On%20Reading/Resources/40L%20Test.pdf

³ 40L’s silent reading speed tests:
http://www.thephonicspage.org/On%20Reading/Resources/Reading%20speed%20tests.pdf
Example scoring of the MWIA 3 short

For a student that read the Holistic portion in 30 seconds and the Phonetic portion in 45 seconds, you would have Holistic WPM of \( \frac{2100}{30} = 70 \) WPM and Phonetic WPM of \( \frac{2100}{45} = 46.7 \) WPM, round to 47 WPM. The slowdown would be \( 100 \times \left( \frac{70 - 47}{70} \right) \) or 33%.

Example scoring of the MWIA 1 short

For a student who read the Holistic portion in 42 seconds and the Phonetic portion in 50 seconds, you would have Holistic WPM of \( \frac{1500}{42} = 35.7 \) WPM, round to 36 WPM and Phonetic WPM of \( \frac{1500}{50} = 30 \) WPM. The slowdown would be \( 100 \times \left( \frac{36 - 30}{36} \right) \) or a 17% slowdown.

Interpreting MWIA Scores

The MWIA is very powerful tool for understanding the underlying cause of a reading problem. 40L’s students who had dyslexia had less than a 10% slowdown on the phonetic words, missed an equal number of words on both tests, and had WPM rates of 5 - 25 WPM. 40L’s students who had problems from sight words and other whole language practices in school had a slowdown of 15 - 60+ %, missed more phonetic words than holistic words, and read from 20 - 90 WPM. A student with dyslexia who was also taught with sight words will read at a slow WPM rate and may also miss a few more phonetic words than holistic words. For more information about understanding and interpreting MWIA scores, see 40L’s MWIA videos and documents.⁴

40L’s students with problems from sight word teaching usually got to grade level within 6 months using resources such as 40L’s Syllables Spell Success⁵ program. Older students with more ingrained sight word reading habits sometimes took a bit longer. Students with dyslexia⁶ were also helped by the Syllables Spell Success program but made much slower progress and had to repeat the program several times. Spelling remediation usually lags reading remediation by several years.

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⁴ 40L’s MWIA YouTube video playlist, available at: https://www.youtube.com/playlist?list=PLlXeBWdK_5I1hszDT4DBohbex3S332Xap

⁵ 40L’s Testing page has more information and additional tests, available at: http://www.thephonicspage.org/On%20Reading/readinggradeleve.html

⁶ 40L’s dyslexia page for more information about dyslexia and how to remediate a dyslexic student: http://www.thephonicspage.org/On%20Reading/dyslexia.html

An actual MWIA duplicated with the student’s name removed is shown here. You will write and score on your version and use a blank MWIA for the student to read.
### Conversion from minutes and seconds to seconds:

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MWIA Version 3, Combined Word List, Version A

Name________________________M(_)/F(__) Age _____ Grade____Test Date_______

Holistic - 3A  Time _____:_______ (4200/_______sec) = _______ WMP  Err______

MWIA 3 Combined Holistic Words, Version A

what  stand  sun  will  sunny  hop  me
know  ham  another  today  play  get  sad
kite  bit  eat  open  lots  rid  step
no  last  little  gown  or  two  kick
fan  show  at  is  hear  pat  them
look  dark  way  milk  bent  some  bad
thump  to  tall  rake  fun  he  dear
one  in  put  toy  that  wet  a
red  back  made  dish  call  top  good
kind  tame  can  then  fear  cat  on

Phonetic - 3A  Time _____:_______ (4200/_______sec) = _______ WMP  Err______

Spell-Correct_____/_____ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = _______%

MWIA 3 Combined Phonetic Words, Version A

hum  clamp  win  or  sled  fuss  pan
yell  glad  deck  fib  men  shrub  whisk
set  fins  chick  spout  food  ask  launch
Tim  soot  dog  cloud  slot  mush  bulk
melt  nap  Tom  chunk  well  chop  found
much  charm  gulps  hound  hot  veal  lend
punch  pest  girl  bangs  ring  dress  web
mill  rib  thrash  mend  job  sob  patch
wax  nip  hunt  leaf  land  tag  wept
Jill  bugs  ten  ink  stop  fuzz  cool

MWIA Version 3, Combined Word List, Version B

Name________________________M(__)/F(__) Age _____ Grade_____Test Date________

Holistic - 3B Time ______:_______ (4200/_______sec) = _______ WMP  Err_______

MWIA Combined Holistic Words Version B

with  rain  not  anywhere  yet  wish  hold
when  do  bow  mother  of  they  ball
shut  got  yours  could  him  saw  wall
for  those  from  train  like  them  fast
are  fall  say  we  dots  their  come
pink  our  always  may  pot  there  out
hat  yes  try  be  was  let  box
funny  went  new  want  if  bump  big
down  head  hands  goat  game  plop  take
why  make  shine  Sam  see  came  ran

Phonetic - 3B Time ______:_______ (4200/_______sec) = _______ WMP  Err_______

Spell-Correct_____/_____ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = ________%

MWIA Combined Phonetic Words Version B

thrill  mist  drink  stir  street  hints  dig
muff  how  beg  block  rob  fir  crack
desk  storm  sketch  loin  quench  chart  nest
sick  scat  wheat  wig  roof  gang  kid
bar  dash  fort  beast  Ann  branch  doll
hunt  brat  map  broil  long  sell  Ted
fill  nod  strip  torn  masks  proud  ground
bib  Gus  mix  kick  brink  moss  flint
trip  lifts  camp  belt  cut  tent  moist
farm  neck  hack  pass  monk  spit  pack
MWIA Version 3, Combined Word List, Version C

Name________________________M(__)/F(__) Age _____ Grade_____ Test Date________

Holistic - 3C  Time _____:______ (4200/_______sec) = _______ WMP   Err _______

MWIA Combined Holistic Words Version C

us  high  eggs  hall  thank  mat  tail
  car  my   near  bet  tell  find  so
shook  hit  near  pack  sat  said  hook
sank  cold  think  deep  yellow  tree  things
mess  would  had  but  fish  this  fell
now  tip  away  playthings  jump  lit  cake
how  shake  have  after  these  did  mind
up  green  you  fox  cup  house  it
man  pick  ship  go  shame  and  all
net  sit  here  something  the  boat  am

Phonetic - 3C  Time _____:_____ (4200/_______sec) = _______ WMP   Err _______

Spell-Correct_____/______ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = _______ %

MWIA Combined Phonetic Words Version C

mud  facts  ouch  squeal  stub  switch  rash
chink  rush  tap  thaw  shark  pad  pout
Paul  foil  ash  sheep  moth  kept  test
lord  hand  lid  flap  prompt  bed  grip
clap  frog  sing  jet  fog  met  lock
dad  sop  notch  duck  Dan  peach  slip
lumps  jar  talk  tank  spook  mink  lark
step  beam  Nat  rest  jam  rip  gas
clip  hump  strap  drawn  map  den  boost
hills  luck  rack  lamp  fig  bit  jazz
MWIA Version 1 Short, Version A

Name_____________________________M( )/F( ) Age _____ Grade____ Test Date________

Holistic - 1A  Time ______:_______ (1500/_______sec) = _______ WMP  Err________

MWIA 1 Short Holistic Words, Version A

me they say not the
rain car mouse Sam fox
a train on ham if
boat in eggs could anywhere
you here and thank will

Phonetic - 1A  Time ______:_______ (1500/_______sec) = _______ WMP  Err________

Spell-Correct_____/_____ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = _________%

MWIA 1 Short Phonetic Words, Version A

mix mash rest kid Ben
met kick hump tent gulps
belt dust land rush rash
luck men fuzz duck cut
lock rack ask jet food
MWIA Version 1 Short, Version B

MWIA Version 1 Short, Version B

Name____________________M(__)/F(__) Age _____ Grade____Test Date__________

Holistic - 1B  Time _____:_____ (1500/_______sec) = _______ WMP  Err__________

MWIA 1 Short  Holistic Words, Version B

box  would  dark  may  like
be  with  that  let  eat
goat  good  house  try  tree
or  are  I  do  am
see  them  green  so  there

Phonetic - 1B  Time _____:_____ (1500/_______sec) = _______ WMP  Err__________
Spell-Correct_____/_____ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = ________%

MWIA 1 Short Phonetic Words, Version B

ponds  bulk  deck  neck  nip
wig  wax  pass  sick  hot
mud  desk  map  job  tag
sip  Tom  pick  pad  hack
pack  tank  hunt  lamp  pest
MWIA Version 3 Short, Combined Word List, Version A1

Name_________________________ M( )/F( ) Age _____ Grade____ Test Date_________

Holistic - 3A1 Time ______:______ (2100/_______sec) = _______ WMP Err_______

MWIA 3 Combined Holistic Words, Version A1

what stand sun will sunny hop me
know ham another today play get sad
kite bit eat open lots rid step
no last little gown or two kick
fan show at is hear pat them

Phonetic - 3A1 Time _____:______ (2100/_______sec) = _______ WMP Err_______

Spell-Correct_____/____ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = _______%

MWIA 3 Combined Phonetic Words, Version A1

hum clamp win or sled fuss pan
yell glad deck fib men shrub whisk
set fins chick spout food ask launch
Tim soot dog cloud slot mush bulk
melt nap Tom chunk well chop found
MWIA Version 3 Short, Combined Word List, Version A2

Name_________________________M( )/F( ) Age _____ Grade_____ Test Date________

Holistic - 3A2 Time _____:______ (2100/_______sec) = _______ WMP  Err_______

MWIA 3 Combined Holistic Words, Version A2

look  dark  way  milk  bent  some  bad
thump  to  tall  rake  fun  he  dear
one  in  put  toy  that  wet  a
red  back  made  dish  call  top  good
kind  tame  can  then  fear  cat  on

Phonetic - 3A2 Time _____:______ (2100/_______sec) = _______ WMP  Err_______

Spell-Correct_____/_____ Slow-Down = 100*(H. WPM - Ph. WPM)/Hol WPM = _______%

MWIA 3 Combined Phonetic Words, Version A2

much  charm  gulps  hound  hot  veal  lend
punch  pest  girl  bangs  ring  dress  web
mill  rib  thrash  mend  job  sob  patch
wax  nip  hunt  leaf  land  tag  wept
Jill  bugs  ten  ink  stop  fuzz  cool