

(Preliminary Manual)
The Miller Word-Identification Assessment

Edward Miller & Donald L. Potter, 1991, 2016

(Introduction by Charlie M. Richardson)

Introduction

The purpose of the *Miller Word-Identification Assessment* (MWIA) is to discover how a person “looks at” printed words, or the extent to which he/she is reading with the whole-word memorization or a phonetic decoding strategy.

The person is asked to read two lists (called “Holistic” and “Phonetic”) of words which, though different, are all easy enough that a Phonetic-decoding reader will exhibit substantially equal fluency in both lists. However, for the whole-word trained reader one list (the Holistic list) will be significantly easier, it being composed of high-frequency words found in most basal-reader school texts and in children’s books such as *The Cat in the Hat* and *Green Eggs and Ham*. The drop in fluency and accuracy as the person proceeds from the Holistic List to the Phonetic list indicates the degree to which he/she has become “dyslexic,” that is, having dysfunctional reading, by having learned to view words as whole pictorial configurations rather than sound-decodable syllables where sequences of letters represent the order of sounds to be pronounced. The latter process is, of course, what has historically been called “sounding-out”, or “decoding,” by alphabetic principles often called “phonics.”

CAUTION: Although this test may lead to a student’s being judged “dyslexic,” it is NOT an intelligence test, NOT a psychological test, NOT a medical test. It is an *educational* test yielding insight as to how a student has learned to “look at” words in print. Since the Holistic List II contains 24 multi-syllable words and many having irregularities and/or “silent” letters, and the Phonetic list contains only one-syllable alphabetically-regular words, differences in fluency/accuracy are NOT explainable via biological factors, and must therefore be learned behaviors.

By way of background, psychiatrist Hilda Mosse (*The Complete Handbook of Children’s Reading Disorders*, Riggs Institute) identified a category of “sociogenic reading disorders .. caused by .. establishment and practice of wrong reflexes.” She pointed out that a “conditioned reflex” emplaced in the brain by whatever is learned *first* as a reading strategy is highly resistant to change thereafter. Similarly, teacher-researcher Geraldine Rodgers (*The Case for the Prosecution, 1981*)¹ identifies two categories of readers, “subjective” and “objective,” confirming Oskar Messmer’s 1903 research, described by Edmund Burke Huey in his 1908 *The Psychology and Pedagogy of Reading*. The “subjective” readers are the holistic readers who guess unfamiliar words from context and/or parts of meaning-bearing words, and have difficulty with the new material. By contrast, “objective” readers are those who have learned syllable decoding to automaticity, leaving their intellects free to concentrate on the text meaning. Thus it has been known for many years that phonics skills learned AFTER a whole-word reflex has been acquired tend NOT to be used automatically. Rodgers found similar patterns of differences in students learning to read in four other languages other than English. I observed this effect in my own practice during the 1970’s, but did not understand its nature.

¹*The Hidden Story*, AuthorHouse.com, 1998

Test Description

The MWIA has two levels, each being a pair of lists: Holistic I & Phonetic I; Holistic II & Phonetic II, all contained on three pages (attached), identical for both student and teacher/examiner. A first page is an optional Summary Sheet for recording student data and all test scores and analyses. The second page contains the Level I Holistic and Phonetic lists; the fourth and fifth pages contain respectively the Holistic II and Phonetic II lists. A fifth page is an optional Summary Sheet for recording student data and all test scores and analyses. The sixth and seventh pages are two version of the “Vote” article. The Level I assessment is for young or beginner-level readers. The **Holistic Level I** list consists of the first 50 words from the Dolch Sight Word List. **The Phonetic Level I** list consists of 50 phonetically regular words of one syllable taken from the first 16 Exercises in Rudolf Flesch’s 1955 *Why Johnny Can’t Read and what you can do about it*. The **Holistic Level II** list contains all 220 words in the Dolch Sight Word List. **The Phonetic Level II** words are from the first 38 Exercises in *Why Johnny Can’t Read*.

Procedure

A. Decide whether you will start at Level I or Level II, based upon your judgment of the student. Young or low-level students might be able to do only Level I; secondary or adult students usually start at Level II. Prepare a teacher’s copy of the test by writing the student’s name in the spaces of the sheet you will be using. The student will be timed as he reads each list, so you will need a stopwatch or equivalent timing device. The student works from an unmarked copy of the test; it may be useful to set aside copies in (non-glare) plastic page protectors. Arrange the student comfortably seated at a desk or table with a copy of the test face down or with the first row covered. Arrange yourself where the student cannot see if, how, or when you are marking your copy. (If you are recording the test, arrange a microphone in as non-threatening a position as possible, preferably a small clip-on lavalier microphone clipped to the front of the student’s clothing.) To help the student keep his place, provide a short ruler or file card as a line guide if he seems to need it; or let him use his finger or place a light pencil mark at the beginning of each row as he starts it.

B. Say to the student: “We are going to ask you to read words from two lists. You probably know some of them already. Read all the words across in each row, then the next, and so on. Say each word carefully as you can; accuracy is the most important thing, so do not hurry even though I will be timing you. This is NOT a speed test; we just need to see how long it takes you to read the words.” If he has questions, answer them as best you can; then say, “Please turn over the paper and begin.” [Point wherever you are starting.]

C. Point as needed to where the student should begin. Help him align his line guide if necessary. Start your timer as the student says the first word. Listen carefully (if not taping), and underline on the teacher’s copy each word that the student mis-calls or double-calls. (Notice if his “double-calls” are first holistic, or the reverse.) Stop your timer when he says the last word in the Holistic section. Enter the timer reading in minutes and second by the word “TIME.” Reset your timer. (Writing the student’s responses over the misread words can reveal valuable insights into the student’s word processing strategies – suggested by Donald Potter of Odessa, TX.)

D. Repeat C for the Phonetic List. After doing the Phonetic list, in the phonetic section only, revisiting the words (at least 5 – 10 if not all) that were missed/underlined, point to each in turn, and ask the student to:

1. Spell the word aloud while looking at it, and then,
2. Say the word again.

If he now calls the word correctly, draw a circle around it in your copy. If he still mispronounces the word, put /slashes/.

E. If the student took more than 100 seconds on both level I lists, go no further. If he had read either list in less than 100 seconds, proceed with level II, using the same procedures as above.

F. After giving the Phonetic II section, have the student spell and retry missed words as in D, above. Note: For a young student or one who struggled with Level II lists, it may be too much to re-try all the missed words. Revisit only enough to support the computing of a sensible correction basis, say 5 – 10. Record the number revisited in the second blank space after “Spell-corrected.” Make the “Phonic Efficiency” computation as the number corrected divided by the number revisited, converted to a percentage.

G. If the student read the Phonetic II list well, have him read the “Vote” article. Underline the mis-called or skipped words, and if possible indicate any substitutions or additions. Record time and errors where indicated.

H. Tell the student he did great things even if he only followed directions!

Scoring

Count the underlined words (including circled) words in each section; write the count on the line “Err.” Convert the “times” from minutes & seconds to total seconds. Convert total seconds to word-per-minute (WPM), calculating per the formula below:

For Level I (50-word) test, compute WPM by dividing total seconds into 3000: $WPM = (50 \times 60) / (\text{TIME in SECONDS}) = 3000 / \text{TIME}$; e.g., for a time of 150 seconds, the speed would be 3000 divided by 150 or 20 WPM. (Round to the nearest whole number.)

For Level II (210 word) sections, WPM is 12,600 divided by total seconds: $WPM = (210 \times 60) / (\text{TIME in seconds}) = 12600 / \text{TIME}$; e.g., for a time of 200 seconds, the speed would be 12,600 divided by 200 or 63 WPM.

For the “VOTE” articles, WPM is 9000 divided by Total Seconds.

For the Phonetic Sections, count the words that are *circled* and enter the count in the space after “Spell-Corrected.” Divide this count by number of words underlined, revisited per the NOTE in Part F, above. Express the results as a percentage, i.e., multiply by 100. This is the “Phonic Efficiency” indicator, the student’s ability to decode words phonetically once his attention has been directed to the spelling.

Compute “percent of slow-downs” as: $100 \times (\text{Holistic WPM} - \text{Phonic WPM}) / \text{Holistic WPM}$, and record in the space indicated. In Level II, it is convenient to transcribe the Holistic scores on to the Phonetic page where indicated, so as to have all data on one page.

Interpretation/Discussion

If the student reads at 30 WPM or more (50 words in 100 seconds or less; or 210 words in 420 seconds or less), he is using an “automatic” system, whatever it is.

Observe the percent slow-down between the corresponding Holistic and Phonetic lists. If the student has first learned a non-phonetic word identification system as a principal strategy, he may be “running on automatic” in the Holistic list, but unable to do so, and significantly (15% or more) slower in the Phonetic list. (Students have been found who slow down more than 50%.)

Compare the numbers of errors between corresponding Holistic and Phonetic lists. If the student is a whole-word reader, his accuracy will suffer on the Phonetic lists. Students whose strategy is holistic have been known to make over 10 times as many errors on the Phonetic as on the Holistic list. Look at the pattern of “double-called” words. The student with the non-phonetic or holistic strategy calls the word non-phonetically *first*, never the other way around.

The spell-and-re-try steps, note that where the student correctly calls certain words *only after his attention is directed to their spelling*, this indicates the existence of TWO knowledge systems relevant to identification of words. The two knowledge systems are mutually exclusive, and the student cannot deny either one by conscious effort. This is a condition known to psychologists as “cognitive dissonances,” which has been known to lead to emotional disturbance and trauma.

The holistic, or shape-recognition, a way of perceiving visual stimuli relies mainly on the RIGHT brain hemisphere for processing as simultaneous or “parallel” data. Conversely, the phonetic way of decoding letters and syllables is in *serial* order uses mainly the LEFT brain hemisphere, which is a “serial processor,” and which has been found generally to be more involved in language activities – appropriately, as language is inherently serial data.

Also, since the two eyes map mirror-symmetrical images in the two brain hemispheres, an instructional emphasis on “right-brain reading” may account for the increased tendency for reversals and transpositions among non-phonetically-taught students.

If the student’s total accuracy is 96% (a *total* of less than 10 errors) in the combined Phonetic sections, his automatic system is phonetically based and will guard him against becoming educationally dyslexic. Such a student will read both kinds of word lists at substantially the same speed, and the newspaper articles in two minutes or less with no substantive errors.

A student who reads ONLY the Holistic list well is a “disabled” or “dyslexic” reader, and will need intensive re-training to re-condition his automatic reflex. Success is uncertain unless the student is highly motivated. Obviously, the earlier the intervention, the more favorable the prognosis.

The acquired-dyslexic condition has been found to be language-specific; that is, an English-dyslexic reader can acquire a phonetic-based reflex in a second (or additional language) as long as efforts are made to get the student to look at the words analytically instead of holistically.

Perhaps the most important results of this test is that we may better understand the problems associated with learning to read, and begin to examine reading programs in terms of the reading reflexes they produce in their students.

Educational Engineering, Charles M. Richardson, September 27, 1995. Retyped on 4/19/03 by Donald L. Potter for publication on the Education Page of the www.donpotter.net website. Thanks to Miss Geraldine Rodgers for sending corrections on 9/2/03. Published on the WWW on 7/22/04. Switched to 100% Dolch Holistic Sight Word List on 2/14/2016.

The Miller Word-Identification Assessment (MWIA)

SUMMARY SHEET

Edward Miller & Donald L. Potter, 1991, 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

Level II

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 _____

TesSum.1, February 12, 2016

“Vote I” Article: WPM _____ Errors _____

“Vote II” Article: WPM _____ Errors _____

K – 1 School _____ City/State/District _____

Method/Program _____

Publisher _____

Comments:

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

Holistic-Dolch I 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

Phonetic-Flesch – I 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

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

Holistic-Dolch II Time _____ ' _____ " = (_____ Sec\13,200 = _____ WPM

Errors: _____ Phonic Spelling _____ Errors _____ % _____

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	there	out	be	have
am	do	did	what	so	get	like	this	will
yes	went	are	now	no	came	ride	into	good
want	too	pretty	four	saw	well	ran	brown	eat
who	new	must	black	white	soon	our	ate	say
under	please	of	his	had	him	her	some	as
then	could	when	where	them	ask	an	over	just
from	any	how	know	put	take	every	old	by
after	think	let	going	walk	again	may	stop	fly
round	give	once	open	has	live	thank	would	very
your	its	around	don't	right	green	their	call	sleep
five	wash	or	before	been	off	cold	tell	work
first	does	goes	write	always	made	gave	us	buy
those	use	fast	pull	both	sit	which	read	why
found	because	best	upon	these	sing	wish	many	if
long	about	got	six	never	seven	eight	today	myself
much	keep	try	start	ten	bring	drink	only	better
hold	warm	full	done	light	pick	hurt	cut	kind
fall	carry	small	own	show	hot	far	draw	clean
grow	together	shall	laugh					

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

Phonetic- Flesch II Time _____ ' _____ " = (_____ Sec\13,200) = _____ WPM

Errors _____ Spell-Corrected _____ / _____ Phonics Efficiency _____ % Slow-Down _____ %

dig	pass	men	mass	fuss	fill	Jill	Ned	beg
jam	Ann	Nat	win	gas	yell	wig	mud	rob
Tim	pan	rip	mug	pad	fig	dog	Ted	den
nod	bed	set	web	hug	lid	rib	nap	muff
fog	mill	sell	sob	pup	well	Gus	ten	tap
moss	dad	sop	Dan	map	pet	hen	sip	jazz
bit	hum	fib	doll	Ed	bib	jet	hip	kept
ring	notch	crack	thrash	test	chink	glad	pond	slot
tax	stub	fins	whisk	melt	clap	prompt	thrill	step
chunk	mush	trip	clip	mask	brat	bangs	masks	frog
drink	block	punch	strap	mend	monk	bugs	ash	grunt
camp	sand	gang	ink	spit	cuffs	much	mink	sled
dress	wept	scat	switch	chick	wax	sing	hunt	chop
branch	hills	facts	lend	hops	mist	shrub	gulps	drift
snag	quench	sketch	patch	moth	slip	grip	hints	damp
flint	lifts	dash	strip	crib	nest	long	brink	lumps
cloud	storm	reap	moist	broil	curl	thaw	charm	peach
sound	lord	bound	stir	foil	leaf	birch	squeal	corn
fort	chart	proud	lark	jar	ground	veal	roof	brawl
Ma	launch	Roy	girl	beast	drawn	torn	down	float
hound	talk	soot	spout	ouch	slow	street	draw	farm
cork	bar	fir	Paul	coo	pout	spook	sheep	wheat
cool	boost	sweet	beam	loin	paw	chirp	shark	crook
clamp	flap	hand	trap	grip	shrug	print	tramp	press
drill	grill	flash						

Name: _____ Grade: _____ Boy or Girl _____

Age _____ Date _____ Time _____ ' _____ ' _____ (_____ Sec)/9000 = _____ WPM

Errors _____

Vote I

One last time: vote

Please vote for the people who are going to run the school. Go and vote.

If today is Tuesday and you have not voted, please go vote now.

This vote is important. It is not important because the people running for office send you lots of material to get your vote. It is not important because there are a lot of people running for office. It is not important because they are spending a lot of money to get the job. It is important because you need to make sure that the best people get elected. You want good people over the schools. Your job as a voter is to vote.

It is bad when people do not vote. It is your job to make sure that good people run the schools. We do not want bad people running the schools. Please help us now. Please!

(150 words, 14 sentences, 10.4 words per sentence, 3.9 characters per word, Flesch-Kincaid Grade Level 4.2)
Written by Donald L. Potter 5/12/03.

Name: _____ Grade: _____ Boy or Girl _____

Age _____ Date _____ Time _____ ' _____ " (_____ Sec)/9000 = _____ WPM

Errors _____

Vote II

One last time: vote.

The board of education election and the party primary election is tomorrow. Make sure you vote.

For some readers of this newspaper, it may already be Tuesday when you find time to read this far. If any registered voter reading this hasn't voted, drop everything and go to the polls.

This election is an important one. Not because of the volume of promotional material, or the number of candidates, or the amount of money spent, but because of the solemn responsibility voters bear to select the best people available to carry out serious duties of government.

It is perhaps the most vital component of our national heritage, the democratic challenge to elect our government. What a shame it is when governing bodies are chosen by a minority of the voters! Make sure this election is a valid reflection of public will. Do your part. Go vote.

Note from Internet Publisher: Donald L. Potter

February 14, 2016

The purpose of this revision of the late Edward Miller's *Miller Word Identification Assessment* is to strengthen the test by conforming it to the popular Dolch Sight Word List. Mr. Miller stated that it might be beneficial to use the specific sight words that the students were memorizing at their schools in place of the Holistic List he created by putting the 210 words in Dr. Seuss's *The Cat in the Hat* in alphabetical order. This revision simply substitutes the Dolch List words for the Dr. Seuss List words. I increased the Level 2 lists to 220 words in order to include all the Dolch List words.

Origin of Dr. Seuss Books: Dr. Seuss' books were specially designed sight-word readers, composed almost entirely of sight words in a list developed by Phyllis Cerf for the Random House children's early readers. Mr. Miller surmised that students who learned to read with Seuss' books might develop what he called a "holistic reflex" to identify words by shapes rather than the syllabic sound structure (phonics). He further surmised that once a holistic reflex was developed it might interfere with later attempts to teach children to read accurately and fast (automatically) with phonics.

Blumenfeld's Discovery: Mr. Samuel Blumfeld had demonstrated in his 1973 *The New Illiterates* that students who were taught with the look-and-say (Dick and Jane) readers were very likely to develop a habit of guessing words in stories from a memorized context base of sight words. He came to this logical conclusion after doing a detailed investigation of the Dick and Jane Teacher's Manuals.

Miller's Question: Mr. Miller was confronted with the question of why some children seemed to have a holistic reflex before going to school and receiving look-and-say instruction. As he investigated the matter, he discovered that the popular Dr. Seuss books were actually look-and-say readers. Phyllis Cerf of Random House provided Dr. Seuss with a list of sight words from which to develop his readers. In essence, the children were receiving look-and-say instruction on their parents' laps as they listened to the stories and viewed the pictures and words.

Miller's MWIA Level 1: Mr. Miller created an assessment comparing how students read the 50 words in Dr. Seuss' *Green Eggs and Ham* with how they read 50 one-syllable regular phonics words from the first 16 phonics exercises in Rudolf Flesch's 1955 *Why Johnny Can't Read*. He called this the Miller Word Identification Assessment Level 1. I have published two revisions: One for Dolch and one for Fry.

Miller's MWIA Level 2: This test is similar to the Level 1 assessment but it is longer, and I believe more informative. For this test he compared how students read the 210 words in *The Cat in the Hat* with their performance on 210 once-syllable phonetically regular words from the first 38 Exercises in Flesch's book. By contrasting the students' abilities to read these lists of words, he developed a profile of the students' preferred word identification strategies.

What Miller Discovered: Miller's test thorough substantiated his hypothesis that children taught sight-words first would develop a holistic word identification strategy, identifying words inaccurately from the outward shape of the word coupled with context guessing rather than reading accurately from the syllabic sound structure of the spoken word. This holistic reflex (right brain) conflicted with the development of a phonic reflex (left brain). Miller made early use of Sperry's split-brain research.

Our Confirmation: I have given well close to 1000 of Miller's assessments over a period of thirteen years. I have mountains of scores that thoroughly vindicates Mr. Miller's theory. I have both before and after intervention assessments coupled with my 1987 *Riverside Informal Reading Inventory*. I am a teacher and tutor, not a trained scientist or statistician. Nothing would please me more than to have Mr. Miller's test put to the most thorough and rigorous evaluation possible. We would be delighted for some young graduate student to do a PhD level investigation and evaluation of the test.

Miller's Intervention: Mr. Miller not only developed an assessment for what he aptly called “artificially induced whole word dyslexia,” but he also developed an intervention that has proven highly effective. It was on March 11, 2003 that I contacted Mr. Miller by phone to him about his assessment. That is a historical date for me because it was a turning point in my work with children with reading problems. Mr. Miller explained to me that he used Rudolf Flesch's 72 Exercises in the back of Rudolf Flesch's 1955 *Why Johnny Can't Read and what you can do about it*.

Miller's Procedures: Mr. Miller told me he worked with two students at a time, one on his right hand and the other on his left. He had one student read two columns from Flesch, then Miller read the middle column, and the other student would read the two remaining columns.

My Flesch Research: After taking with Mr. Miller, I did a thorough analysis of Flesch's method of teaching reading with phonics. The results are on my Flesch Audio Page. I immediately began using Flesch's Exercises to help students overcome their whole-word guessing habit. The success of the method has been confirmed by the changes in reading behaviors on the MWIA, my reading inventories, and students overall success with reading assignments in school.

Lessons Learned: The most important lesson learned is that how a student is first taught to read determines, in large part, how they will read the rest of their lives. The alphabet and phonics needs to be taught first if we expect students to identify words automatically and accurately from the syllabic sound structure of words (objective readers) rather than inaccurately from the outward shape of the words and unreliable context clues (subjective readers).

Blend Phonics Timed Fluency Drills: In June of 2016, I refined Miller's method of curing artificially induced whole-word dyslexia by creating drills similar to Rudolf Flesch's phonics exercises, that Mr. Miller used. I added the Precision Teaching timed fluency development technique to make the instruction more scientific. Encouragement to develop my own materials came from Kathy Alfke who had extensive experience with Gus Enderlin's Victory Drill Book high-speed phonics.

Two Phases of Beginning Reading Instruction:

1. The Letter Name Phase is best taught with my *Alphabet Tapping Exercise* and *Alphabet Flashcards*, available for free from my website. The students should also learn to write the letters with my *Shortcut to Manuscript* or *Shortcut to Cursive*.
2. The Letter Sound Phase can be taught with a number of good phonics-first programs such as *Blumenfeld's Alpha-Phonics* by the late Samuel L. Blumenfeld or Flesch's 72 Exercises in his *Johnny*. I highly recommend my paperback edition of Hazel Loring's 1980 *Reading Made Easy with Blend Phonics for first grade*, which was designed with whole class instruction in mind. *The Phonovisual Charts* are a handy aid, of which I make constant use.

Invitation to Research: Nothing would please me more than for some intrepid researcher to put Mr. Miller's theory of artificially induced dyslexia, his MWIA, and intervention procedures to the severest test possible. In the meantime, teachers, tutors, and parents are welcome to make use of the test and draw their own conclusions.

Last edited on 6/10/16. www.donpotter.net and www.blendphonics.org

The following Addendum is a version of the MWIA Level I for testing students who have been taught the Fry 1000 Instant Words with whole word memorization.

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

Holistic-Fry I Time ____:____” = (_____ Sec)\3000 = _____ WPM Err _____

the of and a to in is you
that it he was for on are as
with his they I at be this have
from or one had by words but not
what all were we when our can said
there use an each which she do how
their if

Phonetic-Flesch – I 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