

ADAS-Cog14

Alzheimer's Disease Assessment Scale - Cognitive Subscale List 1

Protocol

16Org -

Site Number

Site

Screening Number

Auto_test

Randomization Number

Assessment Date

07-Feb-2020

Rater

Auto Test10 MBBS, PhD, MBChB,

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Introduction

The overarching principle is to elicit the best possible performance from the subject, while closely following the administration and scoring guidelines outlined here and in training.

- All subtests should be given in the order indicated.
- Most of the ADAS-Cog subtests are not timed. Subtests should be administered so that the session moves smoothly and quickly, though the subject should not feel pressured to respond rapidly.
- Ratings for the Summary Language Items should be based on information gathered during the assessment.
- Feedback should be neutral and should not indicate whether or not the response was correct. Comments such as "**That's fine**" or "**You're doing well**" are appropriate as long as the subject is trying.

GENERAL GUIDELINES

For each of the subtests of the ADAS-Cog:

- Record subjects responses verbatim where instructed to do so.
- If any subtest is not completed, the subtest cannot be scored, which will result in missing data. Make every effort to encourage subjects to continue and do the best that they can.
- An explanatory comment as to why any subtest could not be administered or completed should be provided in the required field.

Initial Conversation

[Go to Scoring Page](#)

You must have a short (3-5 minute) open-ended conversation. Discuss neutral topics such as the *weather*, or *what the participant likes to do for exercise or entertainment*.

Scores of '1' or higher for any of the Language items **must be supported by comments about your observations on this page.**

Comprehension of Spoken Language

Ability to understand what is being said to him/her.

Word Finding Difficulty in Spontaneous Speech

Difficulty in finding the desired word in spontaneous speech.

Spoken Language Ability

Ability to formulate and communicate thoughts in an understandable way.



DO NOT consider difficulties with the mechanics of speech.

Word Recall [List 1]

[Materials Required](#) [Guidelines](#)

To begin the first trial, say : **I am going to show you some words printed on these white cards one at time. Please read each word out loud and try to remember it, because later, I will ask you to try to remember all of the words I have shown you. Ready? Read the word and try to remember it.**

As necessary, prompt with: **Read it out loud and try to remember it.**

After presentation of the ten words, say: **Good, now tell me all of the words you remember that were on the list.**

Once the subject appears to have recalled as many words as possible, prompt with: **Any others?**

Trial 1	Recalled
BUTTER	<input type="checkbox"/>
ARM	<input type="checkbox"/>
SHORE	<input type="checkbox"/>
LETTER	<input type="checkbox"/>
QUEEN	<input type="checkbox"/>
CABIN	<input type="checkbox"/>
POLE	<input type="checkbox"/>
TICKET	<input type="checkbox"/>
GRASS	<input type="checkbox"/>
ENGINE	<input type="checkbox"/>

☐ **No Target Words Recalled**

Record verbatim responses or intrusions here (optional):

Recalled

Not Recalled

Word Recall [List 1]

Say to the subject: **Now, I am going to show you that same list again. Read each word out loud and try to remember it.**

After presentation of the ten words say: **Good, now tell me all of the words you remember that were on the list.**

Once the subject appears to have recalled as many words as possible, prompt with: **Any others?**

Trial 2 Recalled

☐ **No Target Words Recalled**

Record verbatim responses or intrusions here (optional):

- | | |
|--------|--------------------------|
| POLE | <input type="checkbox"/> |
| LETTER | <input type="checkbox"/> |
| BUTTER | <input type="checkbox"/> |
| QUEEN | <input type="checkbox"/> |
| ARM | <input type="checkbox"/> |
| SHORE | <input type="checkbox"/> |
| GRASS | <input type="checkbox"/> |
| CABIN | <input type="checkbox"/> |
| TICKET | <input type="checkbox"/> |
| ENGINE | <input type="checkbox"/> |

Recalled

Not Recalled

Word Recall [List 1]

Say to the subject: **Now, I am going to show you that same list again. Read each word out loud and try to remember it.**

After presentation of the ten words say: **Good, now tell me all of the words you remember that were on the list.**

Once the subject appears to have recalled as many words as possible, prompt with: **Any others?**

Trial 3	Recalled
---------	----------

☐ **No Target Words Recalled**

Record verbatim responses or intrusions here (optional):

SHORE	<input type="checkbox"/>
-------	--------------------------

LETTER	<input type="checkbox"/>
--------	--------------------------

ARM	<input type="checkbox"/>
-----	--------------------------

CABIN	<input type="checkbox"/>
-------	--------------------------

POLE	<input type="checkbox"/>
------	--------------------------

TICKET	<input type="checkbox"/>
--------	--------------------------

ENGINE	<input type="checkbox"/>
--------	--------------------------

GRASS	<input type="checkbox"/>
-------	--------------------------

BUTTER	<input type="checkbox"/>
--------	--------------------------

QUEEN	<input type="checkbox"/>
-------	--------------------------

Recalled

Not Recalled

Word Recall

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:

Commands

[Materials Required](#)[Guidelines](#)

- Only provide a 2nd attempt if the subject recognizes that he/she made an error or requests another attempt.
- All underlined steps of the command must be correctly executed to score as correct.

To begin, say: **Now I am going to ask you to do a few things. Ready?**

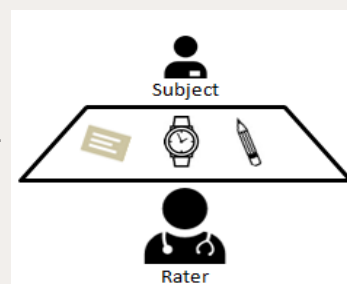
Command Instruction

Correct

Incorrect

Make a fist.*(if needed, say "**Relax it.**" upon completion.)*☐☐**Point to the ceiling and then to the floor.**☐☐

Set up the pencil, watch and card as displayed for the 3rd and 4th commands.

**Put the pencil on top of the card, and then put it back.**☐☐**Put the watch on the other side of the pencil, and then turn over the card.**☐☐**Tap each shoulder twice with two fingers keeping your eyes shut.**☐☐

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)


Reason:

☐ Subject was too cognitively impaired to complete☐ Subject refused☐ Subject was unable to complete for physical reasons☐ Reason other than above. Explain below:

Constructional Praxis (Circle)

[Materials Required](#)

 [Guidelines](#)





Only offer a 2nd attempt if the subject requests another attempt or expresses dissatisfaction with the first attempt.

To begin testing, say:

On this piece of paper is a figure. Please draw another one that looks just like this (point to the shape), somewhere on the page. Take your time and copy the figure as exactly as you can.

Circle

Figure must be:
- Closed
- Round

Correct Example	Incorrect Example
	

☐

Correct
(All shape criteria met)

☐

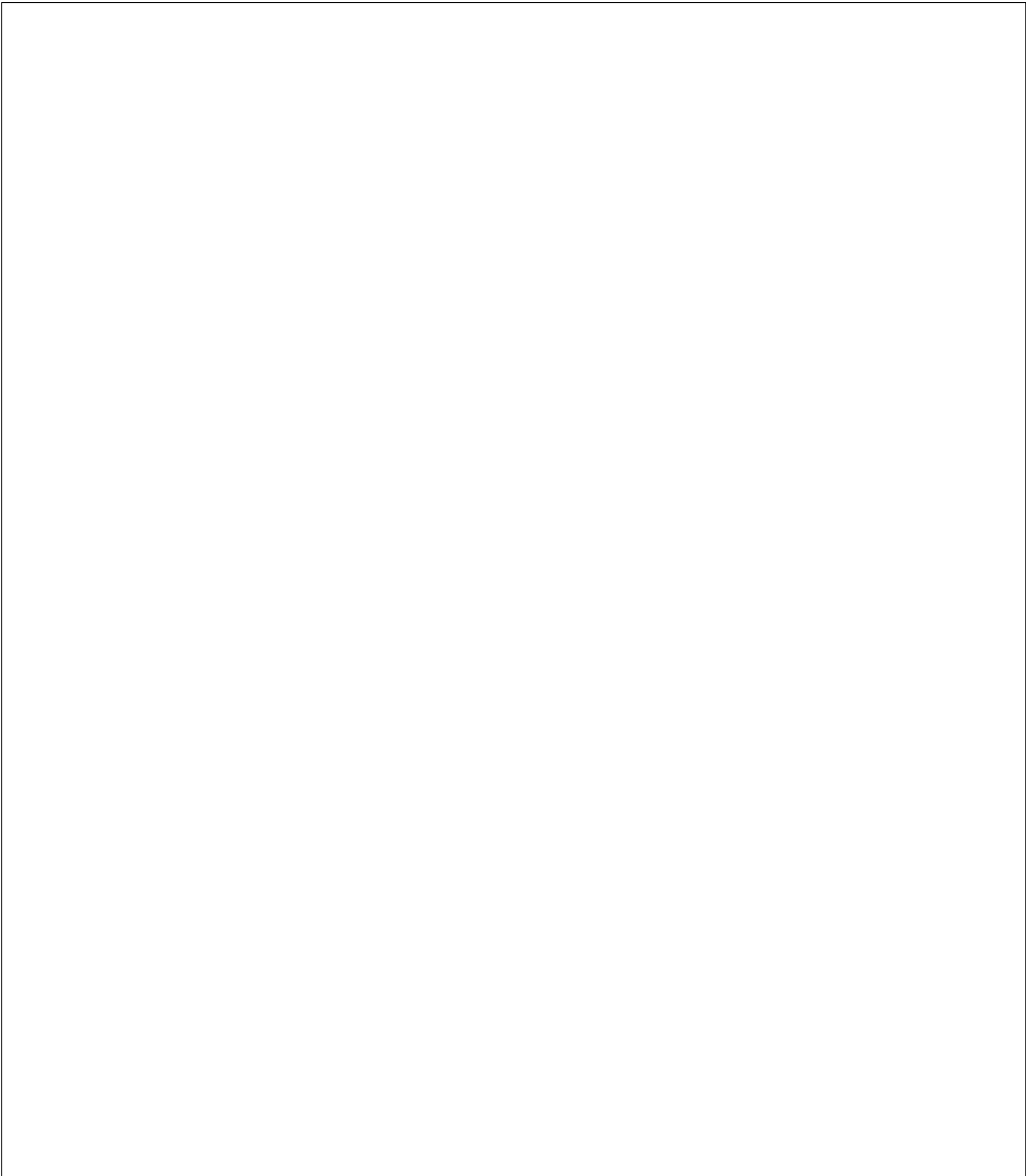
Incorrect
(At least one side/section of the shape drawn; or drawn correctly but attached to the presented figure)

☐

Unrecognizable
(No attempt at drawing any side/section of the shape)

Constructional Praxis (Circle)


Please capture image of drawing below.



Constructional Praxis

(Two overlapping rectangles)

 [Guidelines](#)

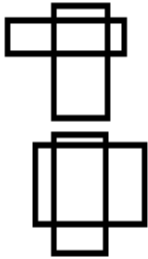
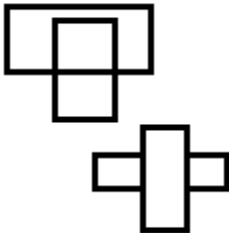


Only offer a 2nd attempt if the subject requests another attempt or expresses dissatisfaction with the first attempt.

To begin testing, say: **On this piece of paper is a figure. Please draw another one that looks just like this** (point to the shape), **somewhere on the page. Take your time and copy the figure as exactly as you can.**

Two overlapping rectangles

- Figure must be:
- Four-sided
 - Overlap similar to presented diagram
 - Internal lines must be visible.

Correct Example	Incorrect Example
	

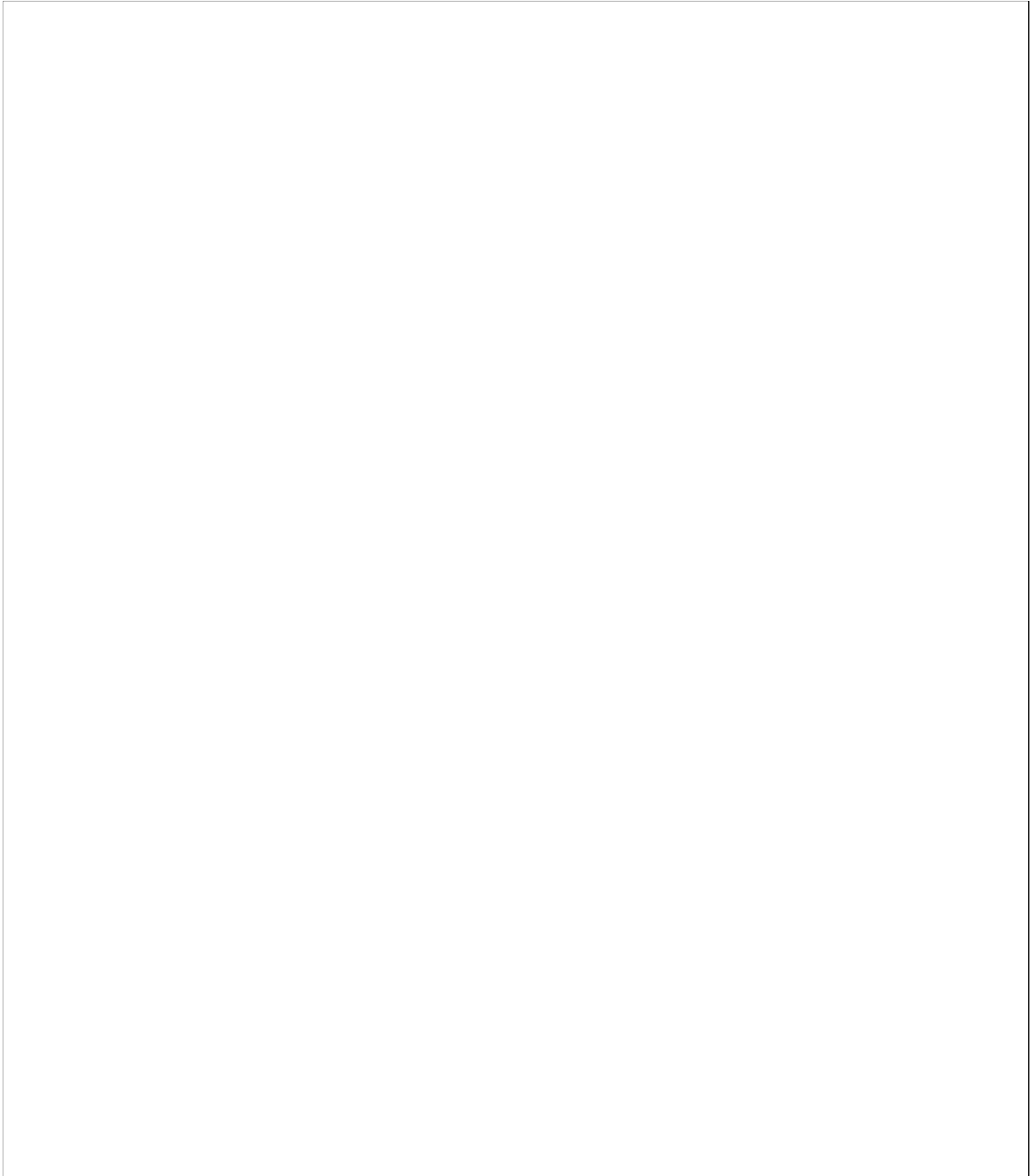
☐ Correct
(All shape criteria met)

☐ Incorrect
(At least one side/section of the shape drawn; or drawn correctly but attached to the presented figure)

☐ Unrecognizable
(No attempt at drawing any side/section of the shape)


Constructional Praxis (Two overlapping rectangles)

Please capture image of drawing below.

A large, empty rectangular box with a thin black border, intended for the user to draw two overlapping rectangles as part of the Constructional Praxis task.

Constructional Praxis (Diamond [Rhombus])



 [Guidelines](#)

 Only offer a 2nd attempt if the subject requests another attempt or expresses dissatisfaction with the first attempt.

To begin testing, say: **On this piece of paper is a figure. Please draw another one that looks just like this** (point to the shape), **somewhere on the page. Take your time and copy the figure as exactly as you can.**

Diamond (Rhombus)

- Figure must be:
- Four sided
 - Sides of approximately equal length
 - Taller than it is wide.

Correct Example	Incorrect Example
	

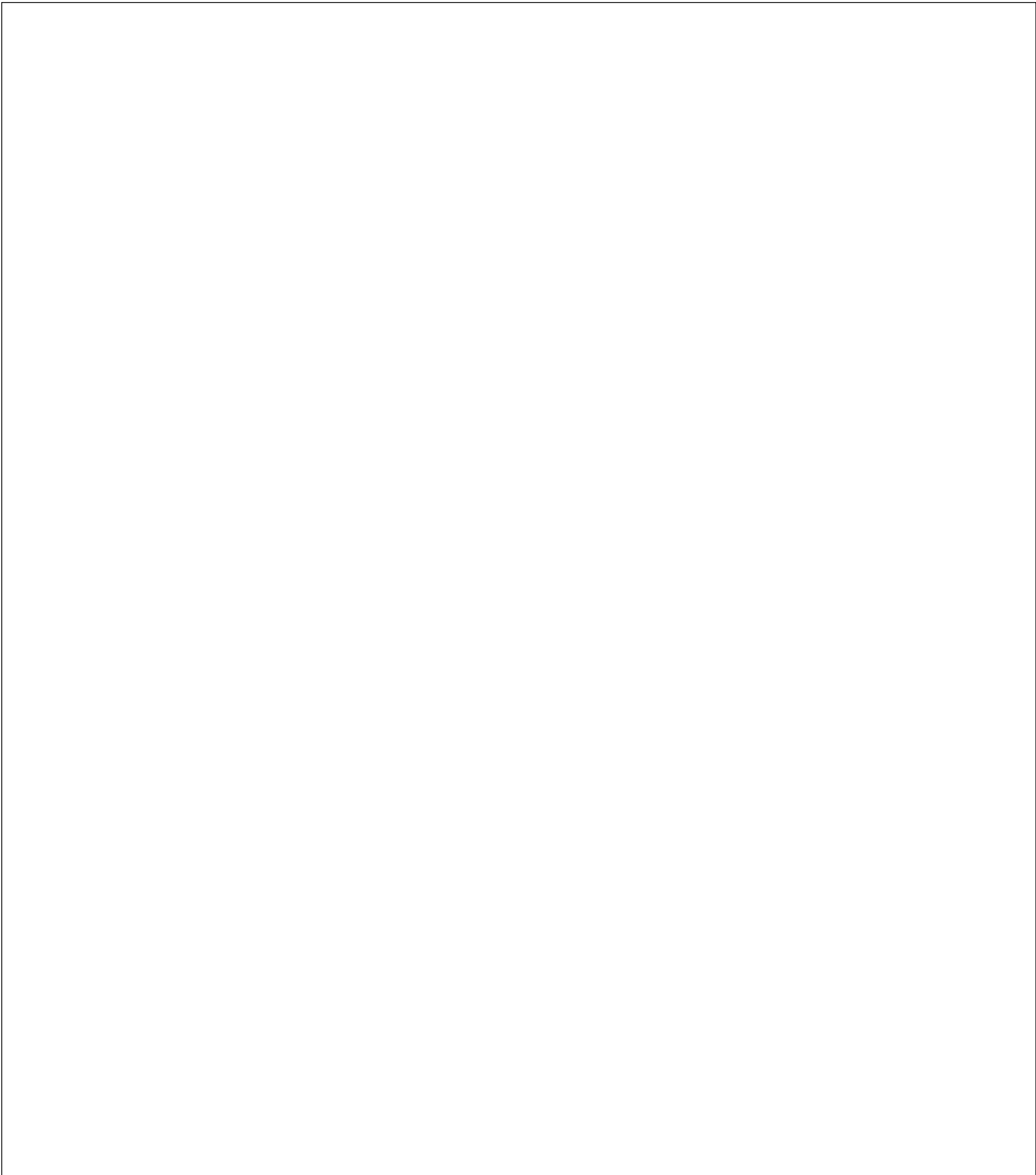
☐ **Correct**
(All shape criteria met)

☐ **Incorrect**
(At least one side/section of the shape drawn; or drawn correctly but attached to the presented figure)

☐ **Unrecognizable**
(No attempt at drawing any side/section of the shape)


Constructional Praxis (Diamond)

Please capture image of drawing below.



Constructional Praxis (Cube)

 [Guidelines](#)


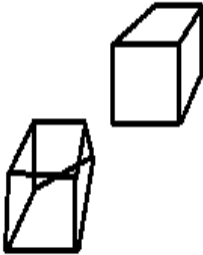


Only offer a 2nd attempt if the subject requests another attempt or expresses dissatisfaction with the first attempt.

To begin testing, say: **On this piece of paper is a figure. Please draw another one that looks just like this** (point to the shape), **somewhere on the page. Take your time and copy the figure as exactly as you can.**

Cube

- Figure must be:
- 3-dimensional;
 - In the correct orientation;
 - Internal lines drawn correctly between corners;
 - Opposite sides approximately parallel and of approximately equal size.

Correct Example	Incorrect Example
	

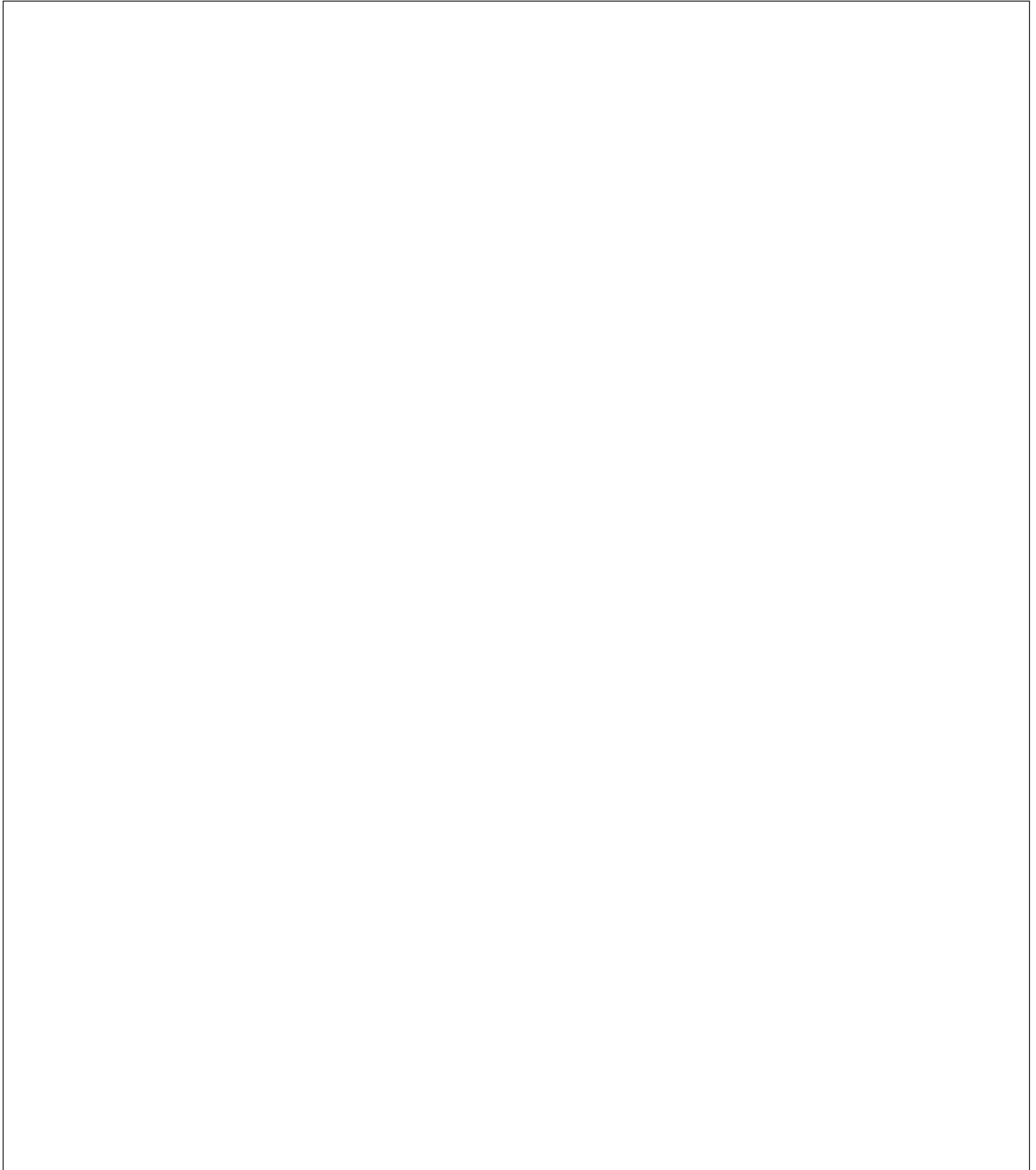
☐ Correct
(All shape criteria met)

☐ Incorrect
(At least one side/section of the shape drawn; or drawn correctly but attached to the presented figure)

☐ Unrecognizable
(No attempt at drawing any side/section of the shape)

Constructional Praxis (Cube)

Please capture image of drawing below.

A large, empty rectangular box with a thin black border, intended for the user to draw a cube. The box occupies the majority of the page area below the instruction.

Constructional Praxis

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:

Delayed Word Recall [List 1]



To begin, say: **A few minutes ago I had you read some words printed on these cards (point to the word cards). Tell me all of the words you can remember that were on the cards.**

If the subject cannot recall any of the words, prompt once by saying: **Just do the best you can. It's fine to guess if you are not sure.**

As necessary, or once the subject appears to have recalled as many words as possible, prompt with: **Any others?**

Word List Recalled

BUTTER	<input type="checkbox"/>
ARM	<input type="checkbox"/>
SHORE	<input type="checkbox"/>
LETTER	<input type="checkbox"/>
QUEEN	<input type="checkbox"/>
CABIN	<input type="checkbox"/>
POLE	<input type="checkbox"/>
TICKET	<input type="checkbox"/>
GRASS	<input type="checkbox"/>
ENGINE	<input type="checkbox"/>

☐ No Target Words Recalled

Record verbatim responses or intrusions here (optional):

Recalled

Not Recalled

Delayed Word Recall

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:

Object Naming

[Materials Required](#)[Guidelines](#)

- Present objects in random order.
- Do not allow the subject to touch the objects.

To begin, say: **Now, I am going to show you some objects.
I want you to tell me what their names are.
What is this called?** (present object)

The first question about each object should be: **What is this called?** or **What is the name of this thing?**

If the subject responds with the object's function, say: **Yes, that's what it does, but what is it's name?**

Object	Semantic Cue: Should only be provided if the subject does not know or provides an incorrect response.	Response	Correct	Incorrect
Flower	<i>Grows in a garden</i>		<input type="checkbox"/>	<input type="checkbox"/>
Bed	<i>Used for sleeping in</i>		<input type="checkbox"/>	<input type="checkbox"/>
Whistle	<i>Makes a sound when you blow on it</i>		<input type="checkbox"/>	<input type="checkbox"/>
Pencil	<i>Used for writing</i>		<input type="checkbox"/>	<input type="checkbox"/>
Rattle	<i>A baby's toy</i>		<input type="checkbox"/>	<input type="checkbox"/>
Mask	<i>Hides your face</i>		<input type="checkbox"/>	<input type="checkbox"/>
Scissors	<i>Cuts paper</i>		<input type="checkbox"/>	<input type="checkbox"/>
Comb	<i>Used on hair</i>		<input type="checkbox"/>	<input type="checkbox"/>
Wallet	<i>Holds your money</i>		<input type="checkbox"/>	<input type="checkbox"/>
Harmonica	<i>A musical Instrument</i>		<input type="checkbox"/>	<input type="checkbox"/>
Stethoscope	<i>Doctor uses it to listen to your heart</i>		<input type="checkbox"/>	<input type="checkbox"/>
Tongs	<i>Picks up food</i>		<input type="checkbox"/>	<input type="checkbox"/>

Finger Naming

[Materials Required](#)[Guidelines](#)Administer in random order.

To begin, say: **Now, I am going to point to one of your fingers and I want you to tell me what it's called. What is this finger called?**

If a query is necessary, say: **What is another name for this finger?**

Fingers	Response	Correct	Incorrect
Thumb		<input type="checkbox"/>	<input type="checkbox"/>
Index/forefinger/pointer		<input type="checkbox"/>	<input type="checkbox"/>
Middle		<input type="checkbox"/>	<input type="checkbox"/>
Ring		<input type="checkbox"/>	<input type="checkbox"/>
Pinky/Little		<input type="checkbox"/>	<input type="checkbox"/>

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons






☐ Reason other than above. Explain below:

Ideational Praxis

[Materials Required](#) [Guidelines](#)

Give ONE reminder for each component if the subject doesn't understand the task, asks for a repetition or has forgotten the instruction

To begin, say: **I want you to pretend you have written yourself a letter. Take this piece of paper, fold it so that it will fit into the envelope, and then put it into the envelope. Then, seal the envelope, address the envelope to yourself, and show me where the stamp goes.**

Component		Correct	Incorrect	Component Reminder (if needed)
Fold a letter		<input type="checkbox"/>	<input type="checkbox"/>	<i>"Fold it so that it will fit into the envelope."</i>
Put letter in envelope		<input type="checkbox"/>	<input type="checkbox"/>	<i>"Then put it into the envelope."</i>
Seal envelope		<input type="checkbox"/>	<input type="checkbox"/>	<i>"Then seal the envelope."</i>
Address envelope		<input type="checkbox"/>	<input type="checkbox"/>	<i>"Address the envelope to yourself."</i>
Place stamp on envelope		<input type="checkbox"/>	<input type="checkbox"/>	<i>"And now show me where the stamp goes."</i>

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused



☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:

Orientation

 [Guidelines](#)

- Response must be exact, except where noted.
- Clarify any responses that are too general or vague.

Response	Scoring Guideline	Correct	Incorrect
Can you tell me your <u>full name</u>? 		<input type="checkbox"/>	<input type="checkbox"/>
Privacy warning: Pause audio recording above, ask the question (<u>do not</u> write subject's name on form), then re-start audio recording.			
Can you tell me what <u>day of the week</u> it is? <input type="text"/>		<input type="checkbox"/>	<input type="checkbox"/>
What is today's <u>date</u>? <input type="text"/>	+ / - 1 day	<input type="checkbox"/>	<input type="checkbox"/>
What <u>month</u> is it? <input type="text"/>		<input type="checkbox"/>	<input type="checkbox"/>
What <u>year</u> are we in? <input type="text"/>		<input type="checkbox"/>	<input type="checkbox"/>
What <u>season</u> of the year is it? <input type="text"/>	Within one week prior to onset or within two weeks of termination as defined by the calendar date for each season.	<input type="checkbox"/>	<input type="checkbox"/>
Without looking at your watch, can you tell me what <u>time</u> it is? <input type="text"/>	+ / - 1 hour	<input type="checkbox"/>	<input type="checkbox"/>
What is the <u>name of the place</u> where we are now? <input type="text"/>	Partial name acceptable (e.g., name of hospital, clinic or professional building), but must be a unique identifier. 	<input type="checkbox"/>	<input type="checkbox"/>

Orientation

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:

Word Recognition [List 1]

[Materials Required](#)

 [Guidelines](#)

At the start of the learning portion of the subtest, say: **I am going to show you some words printed on these white cards. I want you to read each word out loud and try to remember it.**

Prompt, as necessary with: **Read it out loud and try to remember it.**

Please make sure each of the following words are presented to the participant using the white cards.

List 1 Words
Magazine
Wizard
Van
Leopard
Sea
Train
Coin
Institution
Board
Anchor
Gem
Fund

Word Recognition [List 1]

[Materials Required](#) [Guidelines](#)

At the start of the recognition portion of the subtest, say:

Now I'm going to show you another set of words. Some of the words were on the list I just showed you and others are new. For each word, I want you to tell me if it is one of the words I just showed you.

Trial 1

Instruction Provided	Word	Yes	No	Reminder Given
Is this one of the words I showed you before, yes or no?	Nurse	<input type="checkbox"/>	<input type="checkbox"/>	
Is this one of the words I showed you before, yes or no?	Magazine	<input type="checkbox"/>	<input type="checkbox"/>	
How about this one?	Wizard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Van	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Leopard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Sale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Coin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Ship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Axe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Carrot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Anchor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Gem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Cat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Fund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Cake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Word Recognition [List 1]

[Materials Required](#)

 [Guidelines](#)

At the start of the learning portion of the subtest, say: **I am going to show you some words printed on these white cards. I want you to read each word out loud and try to remember it.**

Prompt, as necessary with: **Read it out loud and try to remember it.**

Please make sure each of the following words are presented to the participant using the white cards.

List 1 Words
Magazine
Wizard
Van
Leopard
Sea
Train
Coin
Institution
Board
Anchor
Gem
Fund

Word Recognition [List 1]

[Materials Required](#) [Guidelines](#)

At the start of the recognition portion of the subtest, say:

Now I'm going to show you another set of words. Some of the words were on the list I just showed you and others are new. For each word, I want you to tell me if it is one of the words I just showed you.

Trial 2

Instruction Provided	Word	Yes	No	Reminder Given
Is this one of the words I showed you before, yes or no?	Board	<input type="checkbox"/>	<input type="checkbox"/>	
Is this one of the words I showed you before, yes or no?	Turnip	<input type="checkbox"/>	<input type="checkbox"/>	
How about this one?	Gem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Coin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Master	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Van	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Anchor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Lumber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Servant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Pond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Military	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Jungle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Nail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Wizard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Leopard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Editorial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Fund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Word Recognition [List 1]

[Materials Required](#)

 [Guidelines](#)

At the start of the learning portion of the subtest, say:

I am going to show you some words printed on these white cards. I want you to read each word out loud and try to remember it.

Prompt, as necessary with:

Read it out loud and try to remember it.

Please make sure each of the following words are presented to the participant using the white cards.

List 1 Words
Magazine
Wizard
Van
Leopard
Sea
Train
Coin
Institution
Board
Anchor
Gem
Fund

Word Recognition [List 1]

[Materials Required](#) [Guidelines](#)

At the start of the recognition portion of the subtest, say:

Now I'm going to show you another set of words. Some of the words were on the list I just showed you and others are new. For each word, I want you to tell me if it is one of the words I just showed you.

Trial 3

Instruction Provided	Word	Yes	No	Reminder Given
Is this one of the words I showed you before, yes or no?	Coin	<input type="checkbox"/>	<input type="checkbox"/>	
Is this one of the words I showed you before, yes or no?	Plank	<input type="checkbox"/>	<input type="checkbox"/>	
How about this one?	War	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Porch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Toast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Rope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Anchor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Leopard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Tack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Emerald	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Van	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Globe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Fund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Coast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Gem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Wizard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
How about this one?	Kitten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Word Recognition [List 1]

☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:

Maze Task

[Materials Required](#) [Guidelines](#)

MAZE # A

Mandatory Practice Maze

Place the practice maze face up in front of the subject. To begin, say:

I want you to find the route from the start to the exit of this maze. Put your pencil here (point to the start) at the start. Here (point to the exit) is the exit of the maze. Try not to run into dead ends or cross solid lines. Please keep your pencil on the paper at all times.



Correct any errors and re-explain as necessary to ensure understanding of the task.

Please capture image of **Practice** Maze Task below.

Maze Task

[Materials Required](#) [Guidelines](#)

MAZE # A

Scored Maze

Place the **scored** maze face up in front of the subject. To begin, say:

I want you to find the route from the start to the exit of this maze. Put your pencil here (point to the start) **at the start. Here** (point to the exit) **is the exit of the maze. Try not to run into dead ends or cross solid lines. Please keep your pencil on the paper at all times. Ready? Go.**

**Start Timer**

Time Limit: 4 minutes (240 seconds)



-Provide help ONCE if the subject makes an error. DO NOT stop the timer if re-instruction or help is necessary.

-If the subject makes two errors, record the time at which the second error occurred and discontinue the test.

Number of errors (range = 0 - 2)

Time in seconds at completion or time at second error (total seconds - 240 maximum)

The maximum allowable value is 240 (seconds). If the subject was unable to complete the task within this allowable time limit, however, record time as 241 seconds to indicate the task was attempted but not completed. Please update your time accordingly.

Maze Task (executive function)

MAZE # A

Please capture image of **Scored** Maze Task below.



☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

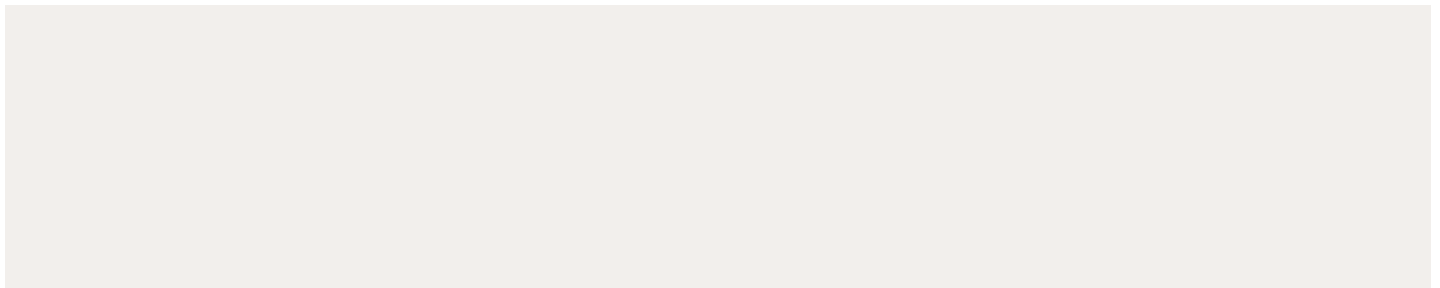
Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:



Number Cancellation Task

[Materials Required](#)[Guidelines](#)

Number Cancellation # A

Mandatory **Practice** Number Cancellation Task:

Place the **practice** form face up in front of the subject. To begin, say:

**Start Timer**

Time Limit: 30 seconds

On the top of this page are two numbers. In this row of numbers you will find these numbers mixed in with other numbers. I'd like you to begin here (point to the beginning of the line) **and cross off each number that matches either of the two numbers at the top of the page. Please work as quickly as you can.**



- Correct any errors and re-explain as necessary to ensure understanding of the task.
- Discontinue the task after 30 seconds or when the subject finishes the last line, whichever is first.

Please capture image of Practice Number Cancellation Task below.

Number Cancellation Task

[Materials Required](#)
 [Guidelines](#)

Number Cancellation # A

Scored Number Cancellation Task:

Place the **scored** form face up in front of the subject. To begin, say:


Start Timer

Time Limit: 45 seconds

On the top of this page are two numbers. Throughout this page you will find these numbers mixed in with other numbers. I'd like you to begin here (point to the beginning of the first line) **and going across (line by line), cross off each number that matches either of the two numbers at the top of the page. Please work as quickly as you can.**



- Discontinue the task after 45 seconds or when the participant finishes the last line, whichever is first.
- Provide reinstruction if the subject:
 - o Crosses off ≥ 4 incorrect numbers in the first row.
 - o Appears to be stuck, and upon questioning cannot explain the task.
 - o Crosses off only one of the two target numbers.

Number of targets crossed off (i.e., correctly crossed off numbers)

Number of non-targets crossed off (i.e., incorrectly crossed off numbers)

Number of times reinstruction provided

Number Cancellation Task

Please capture image of **Scored** Number Cancellation Task below.



☐ Subtest Not Administered or Completed (if selected, no totals for this subtest will be calculated)

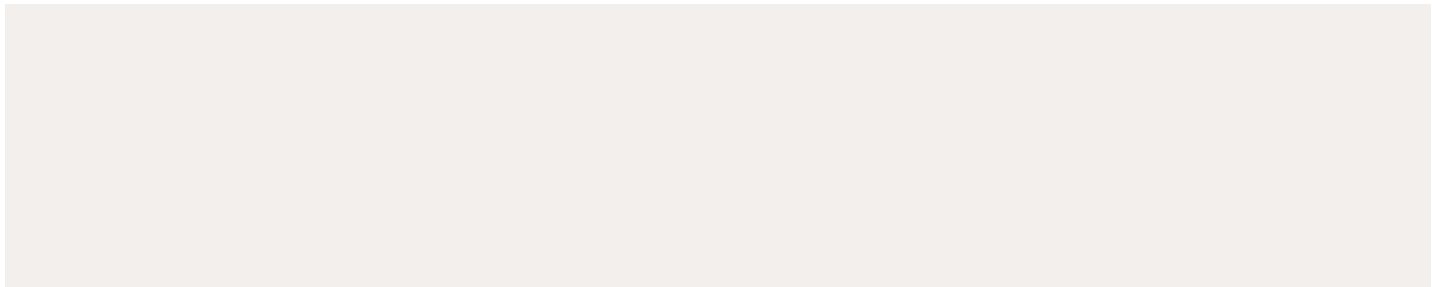
Reason:

☐ Subject was too cognitively impaired to complete

☐ Subject refused

☐ Subject was unable to complete for physical reasons

☐ Reason other than above. Explain below:



Comprehension of Spoken Language



This item evaluates the subject's ability to understand what is being said to him or her.

- ☐ 0 **No impairment** - subject understands speech
- ☐ 1 **Very mild** - 1 or 2 instances of misunderstanding
- ☐ 2 **Mild** - 3-5 instances of misunderstanding
- ☐ 3 **Moderate** - requires several repetitions and rephrasing
- ☐ 4 **Moderately severe** - subject only occasionally responds correctly, i.e., to yes-no questions
- ☐ 5 **Severe** - subject rarely responds to questions appropriately; not due to poverty of speech

Word-Finding Difficulty in Spontaneous Speech



This item rates impairment in expressive language, but it rates only word finding difficulty.

- ☐ 0 **No impairment** in finding desired word in spontaneous speech
- ☐ 1 **Very mild** - 1 or 2 instances, not clinically significant
- ☐ 2 **Mild** - noticeable circumlocution or synonym substitution
- ☐ 3 **Moderate** - loss of words without compensation on occasion
- ☐ 4 **Moderately severe** - frequent loss of words without compensation
- ☐ 5 **Severe** - nearly total loss of content of words; speech sounds empty; 1-2 word utterances

Spoken Language Ability



This item is a global rating of the quality of the participant's verbal communication (i.e., clarity of speech, difficulty in making oneself understood with words).

- ☐ 0 **No impairment** - no instance of lack of understandability
- ☐ 1 **Very mild** - one instance of lack of understandability
- ☐ 2 **Mild** - subject has difficulty less than 25% of the time
- ☐ 3 **Moderate** - subject has difficulty 25-50% of the time
- ☐ 4 **Moderately severe** - subject has difficulty more than 50% of the time
- ☐ 5 **Severe** - one or two word utterances; fluent, but empty speech; mute

Notes

Summary

[Word Recall](#) Score

[Commands](#) Score

[Constructional Praxis](#) Score

[Delayed Word Recall](#) Score

[Object and Finger Naming](#) Score

[Ideational Praxis](#) Score

[Orientation](#) Score

[Word Recognition](#) Score

[Remembering Word Recognition Instructions](#) Score

[Maze Task](#) Score

[Number Cancellation](#) Score

[Comprehension of Spoken Language](#) Score

[Word Finding Difficulty in Spontaneous Speech](#) Score

[Spoken Language Ability](#) Score

ADAS-Cog14 Total Score

* N/A = Not Administered or Not Completed

Signature History

Completed and Signed by:

Name	Date/Time (UTC)
Auto Test10 MBBS, PhD, MBChB, PsyD	07-Feb-2020 09:22

Edited and Signed by:

Version	Name	Date/Time (UTC)
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Audit History

Date (UTC)	Attribute Name	Old Value	New Value	Changed By	Change Reason Type	Change Reason Comment
07-Feb-2020 10:22	Screening Number	Auto_Sub2831	Auto_test	Auto Test13	Data entry error	
07-Feb-2020 09:22	Initial version			Auto Test10		