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ACTIVE (Advanced Cognitive Training for Independent and Vital Elderly), 1999-2001 [United States]

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Fifth Annual Post-Test Group Assessment

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ACTIVE

Question By Question Specification Guide For Administration of
5th Annual Post-Test Group Assessment

I.   Purpose

The Group Assessment battery will assess the subjects' memory and reasoning skills. The results of the tests in the group battery will be compared over time to assess changes in the subjects' abilities in completing the measures to evaluate the effectiveness of the ACTIVE interventions.

II.   Study Sample and Administration

Ideally, the Group Assessment measurements will be completed on all subjects after the Individual Assessment measures are completed. One ACTIVE Tester should complete the Group Assessment with 2-5 subjects in a group session. A Group Assessment will be administered to subjects at all 5th Annual Post-Test follow-up visits.

In general, the tests in the Group Assessment session are the same throughout the ACTIVE study. Exceptions include:

1.   Unique AVLT Word Lists will be used for each study visit.
2.   A unique Rivermead Story will be used for each study visit.

III.   Administration Protocol

A.   Materials

For each subject in the group session, the tester should prepare the following forms in advance of the session:

1) AVLT Subject Data Forms packet #611a with ID labels attached to all pages. (NOTE: the same AVLT Subject Data Forms packet (#611a) will be used for all study visits.)

2) AVLT Word List Coding Form #611 with ID label attached. (NOTE: a **different** AVLT Word List Coding Form will be used for each study visit. The form number will remain the same but the title, version date and the Word Lists will be different for each study visit.)

3) Letter Series Form #612 with ID label attached

4) AVLT Recognition Form #613 with ID label attached. (NOTE: the same AVLT Recognition Form (#613) will be used for all study visits.)

5) Letter Sets Form #614 with ID label attached

6) Rivermead Story Form #615a with ID label attached. (NOTE: a **different** Rivermead Story Form will be used for each study visit. The form number will

remain the same but the title, pre-coded visit # and version date will be different for each study contact.)

7) Vocabulary Form #616 with ID label attached

8) EPT Form #617 with ID label attached

One of each of the following should be prepared in advance of the Group Assessment:

An AVLT Word List and Rivermead Story Administration Audiotape
A **unique** audiotape will be used for each study visit. Each audiotape will be clearly labeled with the study visit name on the jacket, e.g. '5th Annual Post-Test 7/03'. Testers must be certain to have the correct audiotape for the planned session prior to the start of the group assessment.

Equipment

- electronic timer
- clock with digital display
- rulers or 5x8 cards for each subject
- pencils for subjects
- Sony Boom Box Model CFS-B15
- AVLT & Rivermead Audiotape prescribed for the Visit

B.   Preparation

1.   Testers must successfully complete all requirements for Certification as an ACTIVE Tester.

2.   Ideally, all Group Measurements can be completed at a large table setting with up to five subjects. The room must allow for a private and confidential setting for test completion with minimal background noise.

3.   In advance of the session, testers should assemble the subjects' packets with all forms necessary for completion of the Group Measurements. All forms should be pre-labeled with subject ID labels.

4.   Prior to the start of the session, the tester should set up and test equipment to be sure that all are in proper working order, including the electronic timer, clock with digital display, tape playing machine, AVLT and Rivermead audiocassette, and subject supplies. Spare batteries should be carried for all battery operated equipment.

C.   Order of Administration

The ACTIVE Steering Committee has prescribed the order of administration for the tests included in the Group Assessment Battery. The order is:

ORDER	TEST NAME
1	AVLT Word List
2	Letter Series
3	AVLT Recognition
4	Letter Sets
5	Rivermead Story
	BREAK POINT
6	Vocabulary
7	EPT

<u>Tester must follow this order exactly</u>. Ideally, the assessment can be completed in one session. A break <u>must be offered</u> after the completion of the Rivermead Story. It can take 45-50 minutes to complete the remainder of the assessment, so subjects should be encouraged to take even a small break to avoid a break at a later point in the battery. If for any reason the tester feels a subject cannot complete the assessment in one session, the session should be stopped for that subject at the break point. Any deviation from the prescribed order should be documented on the Tester's Record Book and reported to the PI of the Field Site. The CC should also be informed of the alteration in administration.

IV.   Test by Test Review

A.   Section A   Identifying Information

All test forms have a Section A. Most items in Section A should be completed by the ACTIVE tester prior to the start of the Group measurement.

Subject ID: Affix the subject's study ID labels to all the forms in the space provided.

Visit #:   A Group Assessment will be completed at 3rd Annual (Visit # GRP3) and 5th Annual (Visit # GRP5). A visit # code must be identified for all data forms completed. Sometimes the visit # is a pre-coded data field, sometimes testers must circle the appropriate code. Each visit is assigned an alpha and a numeric code. For the Group Assessment Forms the alpha/letter code is **GRP**, **G**roup. The number codes correspond to the study visit number. Be sure to circle or code the correct visit number on all forms.

Form Version: Be sure the form version on the form matches the current approved version.

Scheduled Start Time: Scheduled Start Time is required on the Tester's Record Book. Record the time the session started in the field provided. Record the time just prior to the start of the General Introduction.

Time completed: Time completed is required on the EPT data form. Record the time each subject completes their EPT in the space provided in Section A of Form #617.

B. **AVLT (Rey Auditory Verbal Learning Test) (Form #611a)**

1. Description

   This test is a measure of the subject's ability to form and retain new verbal memories by counting the numbers of words recalled across five trials. Unique AVLT Word Lists will be used at each study visit.

2. Materials / Equipment Needed

   - Electronic timer
   - Sony Boom Box Model CFS-B15
   - The AVLT audiotape with Instructions and Word Lists prescribed for the visit.
   - AVLT Subject Data Forms Packet #611a with ID labels attached.
     (NOTE: The same AVLT Subject Data Forms packet will be used for all 3rd– 6th Annual study visits.)
   - Group Assessment Scripts Form #6a
     (NOTE: A unique Script Book will be used for each study visit.)
   - Pencils for subjects' use

3. Administration

   The instructions for this task have been audiotaped for standardization in administration across sites. Be certain to use the AVLT audiotape prescribed for the visit. In the event of an audiotape or tape player failure, the tester should administer the test using the Instructions provided in Attachment A of the Group Assessment Script (Form #6a). Seven trials will be conducted. This is a timed test. Before you begin, pre-set the electronic timer at 2 minutes (120 seconds). Stop each trial precisely after 2 minutes.

   If there is a mechanical failure during one of the recall trials, stop the tape player and resume test administration by reading the script. Start the trial during which the problem occurred at the beginning of the trial. It is not necessary to go back to Trial 1.

   In situations where interruptions occur that might interfere with hearing the tape or concentration (e.g., a fire drill; someone entering the testing room; loud noise lasting more than a few seconds), rewind the tape to the beginning of the word list. If interruption occurs during the instructions, rewind and replay the instructions in their entirety. Describe the interruption on the VCS.

2. Coding

   Coding for this test will be completed after the Group Session. Tester should use AVLT Coding Form #611. One AVLT Coding form will be required for each subject. (NOTE: A different AVLT Word List Coding Form will be used for each study visit. Although the form number will remain the same, the title, version date and the Word List will be different for each study visit. Testers should be sure to use the proper form.)

For each word on Word List A and Word List B, code 1 (yes) if the subject wrote (recalled) the word. Code 2 (no) if the subject did not write (recall) the word. Total scores will be calculated by the computer.

More complete scoring rules are provided in the ACTIVE Scoring Manual for the AVLT.

C.   Letter Series Test (Form #612)

1.   Description

This is a test of inductive reasoning in which subjects view a set of letters and determine which letter comes next in the series. The test is timed. Subjects are allowed 6 minutes to complete the test.

2.   Materials / Equipment Needed

- Electronic timer
- A Letter Series Form #612
- Group Assessment Scripts Form #6a
- Pencils for subjects' use
- Ruler or Index Cards

3.   Administration

Pre-set the electronic timer to 6 minutes. Give the subjects the pre-labeled data form (#612) titled "Letter Series". Six examples are provided to familiarize the subject with the test. Use the script in Form #6a to read the instructions for each example and to explain the examples. Use your voice to emphasize the pattern in the example series. Explain each example no more than twice. Tell the subjects they may use a ruler or index card to hold their place on the page. Next, read the instructions at the bottom of the page. Answer any questions. Remind subjects to answer every problem and to skip hard problems and return to them if they have time.

Tell subjects to turn the page and start the timer. Allow precisely 6-minutes for the test. If you notice a subject on problem 1-3 at 3 minutes, encourage her/him to move on to the next problem.

At the end of 6 minutes say: *stop.*

D.   AVLT Recognition Test (Form #613)

1.   Description

The AVLT Recognition Task is the second part of the Rey Auditory Verbal Learning Test (AVLT) conducted earlier in the group assessment. It is a test of new verbal learning and memory.

2.   Materials / Equipment Needed

- Sony Boom Box Model CFS-B15
- The AVLT Audiotape with Instructions and Word List prescribed for the visit
- AVLT Recognition Form #613 with ID labels attached. (NOTE: the same AVLT Recognition Form (#613) will be used for all study visits.)
- Group Assessment Scripts Form #6a
- Pencils for subjects' use

3.   Administration

For the AVLT Recognition Task, subjects are read a list of 50 words and asked to indicate if the word is from the first list or not by marking Y for yes or N for no. This test is administered using an audiotape; it is not a timed test.

If there is a mechanical failure during the Recognition Test, continue the test from that point using the instructions provided in Attachment B of the Group Assessment Group Scripts (Form #6a). For example, if the tape breaks at word #15, continue the test starting with word #15. Do not go back to the beginning of the test.

In situations where interruptions occur that might interfere with hearing the tape or concentration (e.g., a fire drill; someone entering the testing room; loud noise lasting more than a few seconds), rewind the tape to the beginning of the word list. If interruption occurs during the instructions, rewind and replay the instructions in their entirety.

4.   Coding and Scoring

Subjects' responses are data entered directly into the ACTIVE DMS. No tester coding is required. The total scores for the Recognition trial will be calculated by the computer.

More complete scoring rules are provided in the ACTIVE Scoring Manual for the AVLT.

E.   Letter Sets (Form #614)

1.   Description

The Letter Sets Test is a test of the subjects' inductive reasoning, specifically of their ability to find rules or patterns in sets of letters. The test is timed. The subject is allowed 7 minutes to complete the test.

2.   Materials / Equipment Needed

- Electronic timer
- Letter Sets Form #614
- Group Assessment Scripts Form #6a
- Pencils for subjects' use
- Ruler or Index Cards

3.   Administration

Pre-set the electronic timer to 7 minutes. Give the subjects the pre-labeled data form (#614) titled "Letter Sets." Follow the script in Form #6a. Three examples are provided to familiarize the subjects with the test. Read the instructions and point to Example A. Read the explanation of Example A. Tell the subjects to try Examples B and C. Explain each example no more than twice. Tell the subjects they may use a ruler or index card to hold their place on the page. Then, using the prepared text, explain both examples. Use your voice to emphasize the pattern. In explaining Example C, the tester should say the letter sets aloud emphasizing the skipped letter(s). BCD (E)   FGH (I)J   KLM (NO) P   NOP(Q)R   STU(V)W.

Next read the instructions at the bottom of the page. Answer any questions. Remind subjects to answer every problem and to skip hard problems and return to them if they have time. Tell subjects to turn the page and start the timer. Allow precisely 7 minutes for the test.

Do not coach the subjects once the test begins. If a subject asks for help, say: "*do the best you can*." If you notice that a subject is only on problems 1-3 halfway through the test (i.e., at 3 ½ minutes), encourage her/him to move on to the next problems.

At the end of 7 minutes say: *stop.*

F.   **Rivermead Behavioral Memory Test (Form #615a)**

1.   <u>Description</u>

This is a test of a subject's ability to remember a brief story.

2.   <u>Materials / Equipment Needed</u>

- Sony Boom Box Model CFS-B15
- The Rivermead Audiotape with Instructions and Story prescribed for the visit
- Rivermead Story Form #615a with ID labels attached.
   (NOTE: a <u>different</u> Rivermead Story is used for each visit. The form number will remain the same but the title, pre-coded visit # and version date will be different for each visit.)
- Group Assessment Scripts Form #6a
- Pencils for subjects' use

3.   <u>Administration</u>

Pre-set the electronic timer to 3 minutes. Give the subjects the appropriate Rivermead Story Form #615a. This test is administered by audiotape. Start the tape to play the instructions then pause the tape after the instructions before the story begins. Ask if the subjects are ready to begin, and then start the tape again to play the Story. When the Story is finished, stop the tape and tell the subjects to begin writing when you say 'start'. Begin timing with "start". Stop the subjects precisely at 3 minutes.

In the case of <u>mechanical failure</u>, follow the instructions provided in Attachment C of the Group Assessment Scripts (Form 6a) to administer the test. If this happens, start the test over from the beginning.

In situations where <u>interruptions</u> occur that might interfere with hearing the tape or concentration (e.g., a fire drill; someone entering the testing room; loud noise lasting more than a few seconds), rewind the tape to the <u>beginning</u> of the story. If interruption occurs during the instructions, rewind and replay the instructions in their entirety.

G. **Break Point**

H. **Vocabulary Test (Form #616)**

1. <u>Description</u>

    This is a test of general knowledge in which subjects are asked to select a word with a meaning similar to an identified word. This is a timed test. Subjects are allowed 4 minutes to complete the test.

2. <u>Materials / Equipment Needed</u>

    - Electronic timer
    - Group Assessment Scripts Form #6a
    - Pencils for subjects' use
    - Ruler or Index Cards

3. <u>Administration</u>

    Pre-set the electronic timer to 4 minutes. Give the subjects the pre-labeled data forms (#616) titled "Vocabulary." Follow the script in Form #6a. Three examples are provided to familiarize the subject with the test. Read the instructions and point to Example 1. Review Example 1 with the subjects, then tell the subjects to work Examples 2 and 3 on their own. After the subjects have completed Examples 2 and 3, review them together. Tell the subjects they may use a ruler or index card to hold their place on the page. This is a timed test. Tell the subjects to turn the page and start the timer. Allow precisely 4 minutes for completion.

    At the end of 4 minutes say: *stop.*

I. **EPT (Everyday Problems Test) (Form #617)**

1. Description

   The Everyday Problems Test (EPT) is an assessment of an older adult's ability to solve problems related to tasks that many elderly encounter in their daily lives. Seven domains of daily activities have been identified as important for living independently in our society. This questionnaire examines the elder's ability to solve problems associated with each domain. The domains are: ability to take medications and carry out common health practices; ability to prepare meals and maintain adequate nutrition; ability to use the phone; ability to shop for necessities; ability to manage one's finances; ability to manage one's household; ability to use transportation.

   The older adult is shown printed material related to the task (e.g., medicine bottle label) and asked to answer two questions related to the material. The adult must write a brief answer to each of the questions on the lines below the question.

   The test stimuli are taken from "real life " material that the elderly may experience in their daily lives, including phone bills, medicine bottle labels, and nutrition information from a box of cereal.

2. Materials / Equipment Needed

   - EPT Form # 617
   - Pencils for subject's use
   - Clock with digital display

3. Administration

   Give the subjects the pre-labeled packet titled "Everyday Problems Test" Form #617 and ask the subjects to turn to page one. Follow the script in Form #6a. The responses to commonly asked questions can be found at the end of the script for EPT in Form #6a.

   This test is not a timed. However, we are interested in knowing how long it takes for each subject to complete the test. Record the start times for the group in the Testers' Record Book (Form #6, B. 8.). Subjects will take different amounts of time to complete this test, so the EPT end time is defined as the time the last subject completes the test. Record the END time for the EPT in B8 in the 'Time Test Ended' column.

   Record the time each subject finishes their test in A6 on the cover of their EPT Form #617.

Section B: Record of Timed Tests

This section is for recording the timing of each of the tests in the battery. For each of the tests completed by the subjects, testers must record the following information:

- The time they begin the <u>instructions</u> for the test;
- The time the <u>actual</u> timed testing begins (e.g. the time the tester starts the 6 minute timer for the Letter Series tests)
- The time the timed <u>testing ends</u>

For the EPT 'time test ends', the tester should record the time the last subject completes the EPT.

ATTACHMENT A

ACTIVE

AVLT SCRIPTS AND DIRECTIONS

USE THE SAME DIRECTIONS FOR EACH TRIAL. THE WORDS SHOULD BE READ ALOUD <u>EXACTLY</u> AS THEY ARE PRINTED. USING A TIMER, READ EACH WORD FROM **WORD LIST A**. USING A TIMER, PAUSE 2 SECONDS BETWEEN EACH WORD.

PRE-SET THE ELECTRIC TIMER TO 2 MINUTES.

HAND EACH SUBJECT A PRELABELED PACKET OF AVLT DATA FORMS, #611a.

RECORD 'TIME INSTRUCTIONS BEGAN' IN THE TESTER'S RECORD BOOK, AND BEGIN.

INSTRUCTIONS: I am going to read you a list of words. Each word will be read only once and cannot be repeated. Listen carefully, for when I stop, you are to write down as many words as you can remember. It doesn't matter in what order you write them. Just try to remember as many as you can. Please write down as many words as you can remember <u>in any order</u>. When you can no longer remember any more words, place your pencil on the table.

AFTER INSTRUCTION READ, ASK IF ANY QUESTIONS AND ANSWER APPROPRIATELY.

Are there any questions? I will not be able to answer any questions once I start reading. Please do not talk during this test. Ready?

WAIT 10 SECONDS, THEN READ WORD LIST A.

PAUSE 2 SECONDS AND THEN SAY: Now write all the words you can remember.

STOP THE SUBJECT AFTER 2 MINUTES AND COLLECT THE AVLT - A1 FORM.

Now I'm going to read the same list again, and once I stop, I want you to write down as many words as you can remember, <u>including words you wrote the first time.</u> It doesn't matter in what order you write them. Just write down as many words as you can remember whether or not you wrote them before. When you can no longer remember any words, place your pencil on the table.

WAIT 10 SECONDS. THEN, READ **LIST A** AGAIN. USING A TIMER, PAUSE 2 SECONDS BETWEEN EACH WORD. PAUSE 2 SECONDS AND THEN ASK SUBJECTS TO WRITE DOWN AS MANY WORDS AS THEY CAN REMEMBER ON THE SHEET MARKED **AVLT-A2**.

STOP EACH TRIAL AFTER 2 MINUTES. COLLECT FORM FOR EACH TRIAL AS COMPLETED.

REPEAT THE SAME INSTRUCTIONS FOR EACH OF THE THREE REMAINING TRIALS - **A3, A4,** AND **A5**. FOR EACH TRIAL READ EACH WORD FROM **LIST A,** PAUSING 2 SECONDS BETWEEN EACH WORD. FOR THE THIRD RECALL TRIAL, ASK THE SUBJECTS TO WRITE DOWN AS MANY WORDS AS THEY CAN REMEMBER ON THE

SHEET MARKED **AVLT-A3**; FOR THE FOURTH TRIAL ON THE SHEET MARKED **AVLT-A4**; AND FOR THE FIFTH TRIAL ON THE SHEET MARKED **AVLT-A5**.

Word List A	# SECONDS	Word List B
PIPE	1	BENCH
WALL	4	OFFICER
ALARM	7	CAGE
SUGAR	10	SOCK
STUDENT	13	FRIDGE
MOTHER	16	CLIFF
STAR	19	BOTTLE
PAINTING	22	SOAP
BAG	25	SKY
WHEAT	28	SHIP
MOUTH	31	GOAT
CHICKEN	34	BULLET
SOUND	37	PAPER
DOOR	40	CHAPEL
STREAM	43	CRAB

SCRIPT AND DIRECTIONS FOR TEST B1:

UPON COMPLETION OF THE **FIFTH TRIAL**, TELL THE SUBJECTS THAT ANOTHER LIST (I.E., **WORD LIST B**) IS GOING TO BE READ TO THEM AND THEY SHOULD WRITE DOWN AS MUCH OF THIS <u>ENTIRE</u> LIST AS THEY CAN.

Now I'm going to read a second list of words. This time, again, you are to write down as many words as you can remember from the second list. Again, the order in which you write the words does not matter. Just try to remember as many as you can. When you can no longer remember any more words, place your pencil on the table.

WAIT 10 SECONDS. THEN READ ALOUD EACH WORD FROM **LIST B**.

USING A TIMER, PAUSE 2 SECONDS BETWEEN EACH WORD.

PAUSE 2 SECONDS AND THEN SAY: Now write all the words that you can remember.

STOP SUBJECT AFTER 2 MINUTES. COLLECT THE AVLT- B1 FORM.

SCRIPT AND DIRECTIONS FOR TEST A6:

NEXT YOU WILL ASK SUBJECTS TO WRITE DOWN AS MANY WORDS AS THEY CAN REMEMBER FROM LIST **A** ON THE SHEET MARKED **AVLT-A6**. <u>DO NOT READ</u> LIST A TO SUBJECTS.

Now I would like you to write down as many words as you can remember from the <u>first</u> list. Again, the order in which you write the words does not matter. When you can no longer remember any more words, place your pencil on the table.

STOP SUBJECTS AFTER 2 MINUTES. COLLECT THE AVLT A6 FORM.

RECORD 'TIME TEST ENDED' IN THE TESTER'S RECORD BOOK.

ATTACHMENT B

ACTIVE

AVLT RECOGNITION SCRIPT AND DIRECTIONS

HAND EACH SUBJECT A PRELABELED AVLT RECOGNITION FORM, #613.

RECORD 'TIME INSTRUCTIONS BEGAN' IN THE TESTER'S RECORD BOOK AND BEGIN.

INSTRUCTIONS: Now I'm going to read you another list of words. Some of them are from the first list I read before, and some of them are from the second list or are new words. If the word is from the <u>first</u> list, I want you to write Y for YES on your answer sheet. If the word is <u>not</u> from the first list, write N for NO on your answer sheet. You will only have time to write a Y or an N because the words will be read very quickly. Remember, do not write YES or NO, just Y or N.

AFTER INSTRUCTION READ, ASK IF ANY QUESTIONS AND ANSWER APPROPRIATELY.

Are there any questions? I will not be able to answer any questions once I start reading. Please do not talk during this test. Ready?

WAIT 10 SECONDS. THEN READ EACH WORD FROM THE **RECOGNITION WORD LIST**. USING A TIMER, PAUSE **2** SECONDS BETWEEN EACH WORD TO GIVE SUBJECTS ENOUGH TIME TO WRITE Y OR N IN THE BOXES ON THE ANSWER SHEET MARKED **AVLT-A7**.

RECORD 'TIME TEST BEGAN' IN THE TESTER'S RECORD BOOK.

RECOGNITION WORD LIST

1. ALARM	11. EYE	21. SOAP	31. SHIP	41. BOTTLE
2. AUNT	12. CRAB	22. WALL	32. CAR	42. SEAT
3. BAG	13. STAR	23. CLOCK	33. MOTHER	43. SOCK
4. CREEK	14. RAG	24. SOUND	34. DUCK	44. TONE
5. OFFICER	15. BUN	25. BENCH	35. WHEAT	45. FRIDGE
6. MOUTH	16. CAGE	26. BULLET	36. FLOOR	46. ROCK
7. ARROW	17. CLIFF	27. NIGHT	37. SKY	47. BREAD
8. STUDENT	18. SUGAR	28. CHAPEL	38. DOOR	48. PIPE
9. HAIL	19. CREAM	29. CHICKEN	39. BRIDGE	49. BALL
10. PAPER	20. STREAM	30. COAT	40. PAINTING	50. GOAT

COLLECT THE AVLT-A7 FORM.

RECORD 'TIME TEST ENDED' IN THE TESTER'S RECORD BOOK.

ATTACHMENT C

ACTIVE

RIVERMEAD SCRIPT AND DIRECTIONS

PRESET THE ELECTRIC TIMER TO 3 MINUTES.

HAND EACH SUBJECT A PRELABELED RIVERMEAD STORY - FORM, #615a.

RECORD THE 'TIME INSTRUCTIONS BEGAN' IN THE TESTER'S RECORD BOOK, AND BEGIN.

I am going to read you a passage of about four or five lines. Listen carefully, and when I have finished, write down as much as you can remember. You will have 3 minutes to write down what you can remember about the story you just heard.

We are interested in what you remember about the substance of the story, including both the main ideas and the details. That is, <u>write as much as possible</u>, but it is <u>not</u> necessary to reproduce the story word for word.

You may use your own words, those in the story, or both. Try to write as clearly as possible, but don't worry about minor spelling and punctuation errors.

Remember you will have 3 minutes to write. Also remember that we are interested in what you can remember about the substance of the story rather than whether you can recall it word for word.

Ready? Here's the story.

WAIT 5 SECONDS AND BEGIN READING THE STORY:

Firemen and volunteers worked all day yesterday putting out a bush fire six miles south of San Diego in Southern California. Fire engines were unable to reach the area so fire-fighting equipment was brought in by helicopter. Livestock was evacuated from the neighboring Johnson's Farm as it was engulfed in clouds of dense white smoke.

Now turn to the lined page and write down as much of the story as you can.

START TIMER. RECORD THE 'TIME TEST BEGAN' IN THE TESTER'S RECORD BOOK.

AT THE END OF 3 MINUTES SAY: *Stop*!

RECORD 'TIME TEST ENDED' IN THE TESTER'S RECORD BOOK.