|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Neuropsychological Test Battery – Long Form (Version 09/19/2014)** | | | | | | | | | | | | | | | | | | | |
| **Subject Name: «FName» «LName»**  **(not keyed)** | | | | | | | | | | | | | | | | | | | |
| **Study ID: «Id0» - «Id1»«Id2»«Id3»«Id4»** | | | | | | | | | | | | | | | | | | | |
| **Brain Bank Participant: 0=No 1=Yes** | | | | | | | | | | | **Age: «Age1»«Age2»«Age3»**  **(not keyed)** | | | | | | | | |
| **Date of Testing (mm/dd/yyyy) «Edate»** | | | | | | | | | | | | | | | | | | | |
| **Examiner (print name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **If relevant, Second Examiner (print name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **(leave name & ID@ blank if no second examiner) (not keyed)** | | | | | | | | | | | | **Examiner ID#: \_\_ \_\_ \_\_**  **Second Examiner ID#: \_\_\_ \_\_\_ \_\_\_**  **(leave blank if n/a)** | | | | | | | |
| **Study Membership**  ***(at time of exam)*** | | **8 *or*  10 *or* 98** | | | **Dementia study: Cognitive Clinic** | | | | | | | | | | | | | **«E\_type»** | |
| **66 *or*  96** | | | **Dementia study: BB only** | | | | | | | | | | | | |
| **83 *or* 93** | | | **Dementia study: Original cohort, NOT Cognitive or BB** | | | | | | | | | | | | |
| **77** | | | **Stroke study** | | | | | | | | | | | | |
| **81 *or*  91** | | | **MRI study (*short battery*)** | | | | | | | | | | | | |
| **87** *or* **97** | | | **Gen 3 MRI study** | | | | | | | | | | | | |
| **55** | | | **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | |
| **Exam tape recorded?** 0 = No 1 = Yes 2 = Partial | | | | | | | | | | | | | | | | | | | **\_\_\_** |
| **Current marital status:** | | | 1 = Single (never married)  2 = Married  3 = Widowed  4 = Divorced | | | | | 5 = Separated  6 = Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9 = Unknown | | | | | | | | | | | **\_\_\_** |
| **Participant’s handedness:** | | | **Right**  **1** | | | **Left**  **2** | | | **Ambidextrous** *(see next)*  **3** | | | | | | | **Unknown**  **9** | | | **\_\_\_** |
|  | **If Ambidextrous, which is the preferred writing hand?** | | | | | | **Right**  **1** | | | **Left**  **2** | | **Unknown**  **9** | | | | **\_\_\_** |
| **Familial handedness:**  ***(Blood Relatives only)*** | | | | All right  1 | | | Some left *(see below)*  2 | | | | | | | Unknown  9 | | | | | **\_\_\_** |
|  | **\*\*\*If some left-handed, place a “1” next to all that apply:**  \_\_\_ grandparent(s) \_\_\_ aunt(s)/uncle(s)  \_\_\_ parents \_\_\_ cousin(s)  \_\_\_ sibling(s) \_\_\_ children/grandchildren  **If children/grandchildren only, do other family line(s) better explain it**? | | | | | | | | | | | | | | | | **0 = No 1 = Yes** | | |
| NP001 | | | | | | | | | | | | | | | | | | | |

*Refer to most recent “NP Scoring Manual” for scoring instructions.*

TURN OFF YOUR CELL PHONE

TURN ON RECORDER

**Occupation List**

1.    MOG A Professional, Technical and Related Occupations  
2.    MOG B Executive, Administrative, and Managerial Occupations  
3.    MOG C Sales Occupations  
4.    MOG D Administrative Support Occupations, Including Clerical  
5.    MOG E Precision Production, Craft, and Repair Occupations  
6.    MOG F Machine Operators, Assemblers, and Inspectors  
7.    MOG G Transportation and Material Moving Occupations  
8.    MOG H Handlers, Equipment Cleaners, Helpers, and Laborers  
9.    MOG K Service Occupations, Except Private Household

10. Never employed for pay (e.g., homemaker)

11. Unknown  
  
*Occupational Classification System Manual (OCSM)*, based on the 1990 Census of Population and Housing Classified Index of Industries and Occupations, U.S. Bureau of Labor Statistics (BLS).  
  
 Home page: Search by Job Title:  
 [http://www.bls.gov/ncs/ocs/ocsm/commain.htm](http://www.bls.gov/ncs/ocs/ocsm/commain.htm" \t "_blank" \o "http://www.bls.gov/ncs/ocs/ocsm/commain.htm) [http://www.bls.gov/ncs/ocs/ocsm/comA-to-Z.htm](http://www.bls.gov/ncs/ocs/ocsm/comA-to-Z.htm" \t "_blank" \o "http://www.bls.gov/ncs/ocs/ocsm/comA-to-Z.htm)

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Standardized tests used in this battery:

*Wechsler Adult Intelligence Scale (WAIS)*

*Wechsler Adult Intelligence Scale – Revised (WAIS-R)*

*Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV)*

*Woodcock-Johnson – Revised (WJ-R)*

*Wechsler Memory Scale (WMS)*

*Clock Drawing Test from Boston Diagnostic Aphasia Examination (BDAE)*

*Verbal Fluency (FAS & Animals)*

*Boston Naming Test (BNT)*

*Trailmaking Tests A & B*

*Reading subtest from Wide Range Achievement Test – 3rd Edition (WRAT-3)*

*Finger Tapping Test (FTT)*

*Hooper Visual Organization Test (HVOT)*

*Cookie Theft Writing Sample (from BDAE)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Education*** | | | | | | |
| ***“What is the highest degree or level of school you have completed?”***    ***Get as much detail as possible in order to accurately score according to the categories below.*** | | | | |  | |
| *Examples of additional prompts include:*  *\*Did you graduate? \*What did you do after High School? \*Did you earn a certificate or degree? \*Was it a 4-year college?*  *\*What did you study?*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_<key text>** | | | | | | |
| **0 = none**  **1 = 4th grade or less**  **2 = 5th, 6th, or 7th grades**  **3 = grade school graduate; no high school**  **4 = high school, did not graduate**  **5 = high school diploma**  **6 = GED**  **7 = some college course-work for credit (no certificate or degree)**  **8 = Junior college – earned certificate or degree (e.g., AD):** | | **9 = Business college, nursing school, music school, art school**  **10 = Technical /Trade School (post-HS) – earned certificate:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **11 = Four Year College, partial**  **12 = Four Year College, graduate**  **13 = Graduate School, partial (*no* Masters degree)**  **14 = Graduate School (Masters)**  **15 = Graduate School (Doctorate)**  **16 = Unknown** | | | | |
| ***Occupation*** | | | | | | |
| ***“What kind of work do (did) you do?” \*\**** *(get as much detail as possible)* | | | | |  | |
| *Additional prompts include:*  *\*Did you work outside the home for pay? \*What would you say was your ‘highest status’ job?*  *\*What was your last job before you retired? \*What tasks/responsibilities did your job entail? Where did you work?*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_<key text>**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***“What was your job title?”* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_<key text>**  *\*\*Enter code from occupation list (Bureau of Labor Statistics (BLS) Occupational Classification System Manual, 2001)* | | | | | | |
| ***“What is your Current employment status?”*** | | 5 = Never worked for pay outside home or only  did so briefly; not life-long or to support  family  6 = Volunteer  7 = Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9 = Unknown  10= Full-time Student  11= Homemaker, expects to return to work | | |  | |
|  | 0 = Works full-time (>30 hrs/wk)  1 = Works part-time (<30 hrs/wk)  2 = Not working due to disability  3 = Retired, no longer works  4 = Unemployed (expects to return to work) |
| ***Sensory Impairments*** | | | | | | |
| **PLEASE NOTE: CODE “YES” ONLY IF IMPAIRMENT MAY AFFECT TESTING**  **Hearing problems, not fully corrected** *(i.e., even with hearing aid, hearing is impaired)*   * If yes, please describe: | | | **0**  **NO** | **1**  **YES** | | **9**  **Unknown** |
| **PLEASE NOTE: CODE “YES” ONLY IF IMPAIRMENT MAY AFFECT TESTING**  **Vision problems, not fully corrected** *(i.e., even with vision aid, sight is impaired)*   * If yes, please describe: | | | **0**  **NO** | **1**  **YES** | | **9**  **Unknown** |
| NP002 | | | | | | |

**Testing Priorities**

**High Priority Tests:** (do these first; Memory is most important, followed by Trails, etc.)

**Memory**

**Trails**

**Clocks**

**WRAT reading (if never seen before)**

**Similarities**

**Coding**

**Tests to skip:** (Balance is least important, followed by Finger Tapping, etc.)

**Balance/phys function**

**Finger Tapping**

**WRAT reading if given before**

**Cookie Theft**

**Information**

**Block Design**

**Digital Pen Instructions:**

**“This is a special pen for recording your drawings. Hold and write with the pen as you do naturally. We have found that if the pen is held too far horizontally (demonstrate this) it sometimes buzzes. The buzzing is not in any way harmful. If you feel it buzz as you are working, just hold the pen a little more vertically and continue with what you were doing.”**

|  |  |  |
| --- | --- | --- |
| ***History of seizure disorder*** | | |
| **“Have you ever been told by a doctor that you have a seizure disorder or epilepsy?”** | 0 = No\*  1 = Yes  7 = Don’t know/Not Sure  9 = Refused/Unknown | **\_\_\_** |
| **\*If No, leave A-D blank and go to *History of Learning Difficulty* below.** | | |
| 1. **Are you currently taking any medication for your seizure disorder or epilepsy?** | 0 = No  1 = Yes\*\*  7 = Don’t know/Not Sure  9 = Refused/Unknown | **\_\_\_** |
| **\*\*If yes, name of med(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. **How many seizures of any type have you had in the last three months?** | 0 = None  1 = One  2 = More than one  3 = No longer have epilepsy or seizure disorder  7 = Don’t know/Not sure  9 = Refused/Unknown | **\_\_\_** |
| 1. **In the past year, have you seen a neurologist or epilepsy specialist for your epilepsy or seizure disorder?** | 0 = No  1 = Yes  7 = Don’t know/Not sure  9 = Refused/Unknown | **\_\_\_** |
| 1. **During the past 30 days, to what extent has epilepsy or its treatment interfered with your normal activities like working, school, or socializing with family or friends?** | 1 = Not at all  2 = Slightly  3 = Moderately  4 = Quite a bit  5 = Extremely  7 = Don’t know/Not sure  9 = Refused/Unknown | **\_\_\_** |
| NP003 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***History of learning difficulty*** | | | |
| **Did you have any significant trouble learning in school?** | | 0 = No  1 = Yes  9 = Unknown | **\_\_\_** |
| **Have you ever been diagnosed with a learning or attention disability?** | | 0 = No  1 = Yes\*  2 = No dx; self-reported disability  7 = Don’t know/Not sure  9 = Refused/Unknown | **\_\_\_** |
| \*If yes: | **Diagnosis:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Year of Diagnosis:** | **\_\_\_ \_\_\_ \_\_\_ \_\_\_** | |
| **Interventions:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| ***History of head injury*** | | | |
| **Did you ever have any significant head injuries INCLUDING when you were a child?** | | 0 = No  1 = Yes\*\*  7 = Don’t know/Not sure  9 = Refused/Unknown | **\_\_\_** |
| \*\*If yes:  **Would you be willing to speak to someone about more details about your injury?** | | 0 = No  1 = Yes  7 = Don’t know/Not sure  9 = Refused/Unknown | **\_\_\_** |
| ***Concerns about memory or thinking*** | | | |
| **Cohort/Offspring:**  **“Do you have any concerns about your memory or thinking?”**  If yes:***“Do you think this is normal for your age?”*** | | 0 = No  1 = Yes, but normal  2 = Yes  8 = N/A; Gen 3  9 = Unknown | **\_\_\_** |
| **If yes, describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |  |
| **Gen3:**  **Do you have any concerns about your memory or thinking?**  If yes: ***“Is this a change?”*** | | 0 = No  1 = Yes, not a change  2 = Yes  **8 = N/A; Cohort/Offspring**  9 = Unknown | **\_\_\_** |
| **If yes, describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |  |
| NP003B | | | |

LOGICAL MEMORY (WMS), Immediate Recall

I am going to read you a little story of about 4 or 5 lines. Listen carefully because when I am through, I want you to tell me everything I read to you. Are you ready?

READ STORY, then say: Tell me everything you remember

IF THE PARTICIPANT DOES NOT RECALL THE STORY, YOU CAN PROVIDE THE PROMPT. HOWEVER, DO NOT GIVE PROMPT TOO QUICKLY; ONLY AFTER IT IS CLEAR THAT S/HE WILL NOT PRODUCE ANYTHING WITHOUT IT. PROMPT: ***It was a story about a woman.***

WHEN PARTICIPANT STOPS TALKING, ASK: Are there any other details you remember?

Anna Thompson, of South Boston, employed as a scrub woman in an office building, reported at the City Hall Station that she had been held up, on State Street, the night before, and robbed of fifteen dollars. She had four little children, the rent was due, and they had not eaten for two days. The officers, touched by the woman’s story, made up a purse for her.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Logical Memory: Immediate Recall (WMS)** | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | |  |
| **Cue given?** *(Cue = “It was a story about a woman.”)* | | | | | | | | | | **0 = No** | | 1 = Yes | |  | |  | |
| *Circle “2” for verbatim (V) credit and “1” for paraphrase (P) credit (see Scoring Manual)* | | | | | | | | | | | | | | | | | |
| **V** | **P** | **Story** | | | | **Short hand** | **# PSV *(freq)*** | | **Record Story Verbatim:** | | | | | | | | |
| ***before query*** | ***after query*** |
| 2 | 1 | Anna Thompson | | | | AT |  |  |  | | | | | | |  | |
| 2 | 1 | of South | | | | SB or S |  |  |  | | | | | | |  | |
| 2 | 1 | Boston | | | | Ⓑ |  |  |  | | | | | | |  | |
| 2 | 1 | employed | | | | ⓔ |  |  |  | | | | | | |  | |
| 2 | 1 | as a scrub woman | | | | SW or Scr.♀ |  |  |  | | | | | | |  | |
| 2 | 1 | in an office building | | | | OB or  off bld |  |  |  | | | | | | |  | |
| 2 | 1 | reported | | | | rpt |  |  |  | | | | | | |  | |
| 2 | 1 | at the City Hall | | | | CH |  |  |  | | | | | | |  | |
| 2 | 1 | Station | | | | Stn |  |  |  | | | | | | |  | |
| 2 | 1 | That she had been held up | | | | Sh’d bn h.up |  |  |  | | | | | | |  | |
| 2 | 1 | on State Street | | | | St. St. |  |  |  | | | | | | |  | |
| 2 | 1 | the night before | | | | ngt. b/f |  |  |  | | | | | | |  | |
| 2 | 1 | and robbed | | | | ® |  |  |  | | | | | | |  | |
| 2 | 1 | of fifteen dollars. | | | | 15 $ |  |  |  | | | | | | |  | |
| 2 | 1 | She had four | | | | sh’d 4 |  |  |  | | | | | | |  | |
| 2 | 1 | little children | | | | LCh or lt.ch. |  |  |  | | | | | | |  | |
| 2 | 1 | the rent | | | | Rwd |  |  |  | | | | | | |  | |
| 2 | 1 | was due, | | | | due |  |  |  | | | | | | |  | |
| 2 | 1 | and they had not eaten | | | | hn eatn |  |  |  | | | | | | |  | |
| 2 | 1 | for two days. | | | | 2 days |  |  |  | | | | | | |  | |
| 2 | 1 | The officers | | | | (Off) |  |  | **Total** *(pre- and post-Query)* **Number of:** | | | | | | | | |
| 2 | 1 | touched by the woman’s story | | | | tchd by ♀story |  |  |  | | | | **Confabulations** | | **Intrusions** | | |
| 2 | 1 | made up a purse | | | | md up Ⓟ |  |  | **Related to story details** | | | |  | |  | | |
| 2 | 1 | for her. | | | | 4 her |  |  | **Unrelated to story details** | | | |  | |  | | |
| Other Perseveration: | | | | | | |  |  | **Post-Query Response *Only*:** | | | | | | | | |
| **Clinical Judgment of Perseverations** *(circle)* | | | | | | |  |  | 1 = “no”; 2 = yes, gave response | | | | | | |  | |
| 0  No | | | 1  Yes | 8  N/A | 9  Unknown | |  |  | New correct details *(freq)* | | | | | | |  | |
|  | | |  |  |  | |  |  | New incorrect details *(freq)* | | | | | | |  | |
| NP004 | | | | | | | | | | | | | | | | | |

VISUAL REPRODUCTION (WMS), Immediate

***Before Card A:***

**I am going to show you a drawing. You will have just 10 seconds to look at it. Then I will take it away and let you draw it from memory. Don’t begin to draw until I say go. Ready?**

*EXPOSE DRAWING FOR 10 SECONDS*.

**Now draw it here**

***Before Card B:***

**You will draw the next one here**

*EXPOSE DRAWING FOR 10 SECONDS*.

**Now draw it here**

***Before Card C1-C2:***

**Here is one that is a little harder. This next one has** **2 drawings on it. I want you to look at both of them carefully—again you have only 10 seconds to look at them and then I will take it away and let you make both drawings; the one on the left side---here (**point to space**) and the right one---here (**point**). Ready?**

*EXPOSE DRAWING FOR 10 SECONDS*.

**Now draw it here**

NP003B

NP003B

|  |
| --- |
| **Visual Reproductions – Immediate Recall (WMS): Examiner’s page** |
| **IR–C2 IR–C1**  **If using VR Scoring Examples to determine score, write “Examples” in the spaces for points rather than individual points.**   |  | | --- | | **Points \_\_\_ \_\_\_ \_\_\_ Points \_\_\_ \_\_\_ \_\_\_**  **Criterion 1 2 3 Criterion 1 2 3**  **Circle here if 1 point deduction 🡪 -1 (not keyed) Circle here if 1 point deduction 🡪 -1** |   **IR-B IR-A**   |  | | --- | | **Points \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Points \_\_\_ \_\_\_ \_\_\_**  **Criterion 1 2 3 4 5 Criterion 1 2 3**  **Circle here if 2 point deduction 🡪 -2 (not keyed) Circle here if 1 point deduction 🡪 -1** | |
| **top of participant’s page** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Visual Reproductions: Immediate Recall (WMS)** | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
|  |  | |  |  | |  |  | |
| **Design**  (max possible points) | | | **A**  (3) | **B**  (5) | | **C1**  (3) | **C2**  (3) | |
| **Total number of points scored** | | |  |  | |  |  | |
|  |  | |  |  | |  |  | |
| **Qualitative findings** | | | **A** | **B** | | **C1** | **C2** | |
| Draws right to left | | |  |  | |  |  | |
| Contamination from another VR design | | |  |  | |  |  | |
| Perseveration | | |  |  | |  |  | |
| Micrographia | | |  |  | |  |  | |
| Tremors | | |  |  | |  |  | |
| Confabulation | | |  |  | |  |  | |
| Starts to draw before told to begin | | |  |  | |  |  | |
| No attempt to produce drawing | | |  |  | |  |  | |
| If no attempt to produce drawing, participant reports “I do not remember” and indicates a specific location for the design. | | |  |  | |  |  | |
|  |  | |  |  | |  |  | |
| Pt lacks obvious awareness that there should be four drawings *(circle)* | | | | **0**  **No** | | 1  Yes |  | |
| Are there qualitative findings? *(circle)* | | | | 0  No  *(leave Qual findings section blank)* | | 1  Yes  *(fill in Qual findings section)* |  | |
|  |  |  | |  | |  |  | |
| NP005 | | | | | | | | |

**VERBAL PAIRED ASSOCIATES (WMS), Learning Trials**

I’m going to read a list of words, two at a time. When I’m through, I will tell you one of the words, and I want you to tell me which word went with it. For example, if the words were “East, West ….. Gold, Walk,” then when I said, “East,” you would say \_\_\_\_\_\_, and when I said, “Gold,” you would say \_\_\_\_\_\_\_\_\_\_. Right.

*IF INCORRECT: No, Gold goes with Walk*. (If necessary, explain directions again)

|  |  |  |
| --- | --- | --- |
| Trial 1 | Trial 2 | Trial 3 |
| Now please listen carefully as I read the list | Now, we will do the same thing we just did. Please listen carefully as I read through the list of word pairs. | Again we will do the same thing. Please listen carefully as I read through the list of word pairs |
|  |  |  |
| Metal-Iron  Baby-Cries  Crush-Dark  North-South  School-Grocery  Rose-Flower  Up-Down  Obey-Inch  Fruit-Apple  Cabbage-Pen | Rose-Flower  Obey-Inch  North-South  Cabbage-Pen  Up-Down  Fruit-Apple  School-Grocery  Metal-Iron  Crush-Dark  Baby-Cries | Baby-Cries  Obey-Inch  North-South  School-Grocery  Rose-Flower  Cabbage-Pen  Up-Down  Fruit-Apple  Crush-Dark  Metal-Iron |

Which word went with \_\_\_\_\_\_?

BE SURE TO GIVE FEEDBACK AFTER EACH RESPONSE, EITHER:

*“Right”* OR “*No, that one was* \_\_\_\_\_\_\_\_\_\_\_\_\_”

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Paired Associates (WMS)** | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | |  | |
| RECALL  *Write any wrong answers verbatim:*  *“+” or “√” if correct* | SCORE  0 = incorrect  1 = correct  6 = no guess |  |  | INCORRECT ASSOCIATES  2 = PAL interference (another word from the list)  3 = Related (response is related to first word of pair)  4 = Unrelated (response is NOT related to first word) | | |  |  | PERSEVERATION  Place “1” in the box if incorrect response was given for a prior word in the same trial, else leave blank | | | REPEAT  Place “1” in the box if the same incorrect association was made in a prior trial; else leave blank. | | | | |
| **First Recall** | **Score** | **Incorrect Associates** | **Persev** | **Second Recall** | **Score** | **Incorrect Associates** | **Persev** | **Repeat** | **Third Recall** | | **Score** | | **Incorrect Associates** | **Persev** | | **Repeat** |
| **North**  South | 0 1 6 | 2 3 4 |  | **Cabbage**  Pen | 0 1 6 | 2 3 4 |  |  | **Obey**  Inch | | 0 1 6 | | 2 3 4 |  | |  |
| **Fruit**  Apple | 0 1 6 | 2 3 4 |  | **Baby**  Cries | 0 1 6 | 2 3 4 |  |  | **Fruit**  Apple | | 0 1 6 | | 2 3 4 |  | |  |
| **Obey**  Inch | 0 1 6 | 2 3 4 |  | **Metal**  Iron | 0 1 6 | 2 3 4 |  |  | **Baby**  Cries | | 0 1 6 | | 2 3 4 |  | |  |
| **Rose**  Flower | 0 1 6 | 2 3 4 |  | **School**  Grocery | 0 1 6 | 2 3 4 |  |  | **Metal**  Iron | | 0 1 6 | | 2 3 4 |  | |  |
| **Baby**  Cries | 0 1 6 | 2 3 4 |  | **Up**  Down | 0 1 6 | 2 3 4 |  |  | **Crush**  Dark | | 0 1 6 | | 2 3 4 |  | |  |
| **Up**  Down | 0 1 6 | 2 3 4 |  | **Rose**  Flower | 0 1 6 | 2 3 4 |  |  | **School**  Grocery | | 0 1 6 | | 2 3 4 |  | |  |
| **Cabbage**  Pen | 0 1 6 | 2 3 4 |  | **Obey**  Inch | 0 1 6 | 2 3 4 |  |  | **Rose**  Flower | | 0 1 6 | | 2 3 4 |  | |  |
| **Metal**  Iron | 0 1 6 | 2 3 4 |  | **Fruit**  Apple | 0 1 6 | 2 3 4 |  |  | **North**  South | | 0 1 6 | | 2 3 4 |  | |  |
| **School**  Grocery | 0 1 6 | 2 3 4 |  | **Crush**  Dark | 0 1 6 | 2 3 4 |  |  | **Cabbage**  Pen | | 0 1 6 | | 2 3 4 |  | |  |
| **Crush**  Dark | 0 1 6 | 2 3 4 |  | **North**  South | 0 1 6 | 2 3 4 |  |  | **Up**  Down | | 0 1 6 | | 2 3 4 |  | |  |
|  |  |  |  |  |  |  |  |  |  | |  | |  |  | |  |
| **Presence of Perseverations** *(circle)***:** | | | | 0 = No *(leave all persev columns blank)* | | | | | 1 = Yes *(fill in persev columns)* | | | | | | | |
| **Presence of Repeated Pairs** *(circle)***:** | | | | 0 = No *(leave all repeat columns blank)* | | | | | 1 = Yes *(fill in repeat columns)* | | | | | | | |
| NP006 | | | | | | | | | | | | | | | | |

**DIGIT SPAN (WAIS)**

*Digits Forward*

“I am going to say some numbers. Listen carefully, and when I am through say them right after me.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Digit Span (Forward) (WAIS)** | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
| **Score:**  0 = incorrect  1 = incorrect, sequencing error only  2 = correct  8 = not administered | **Span Lengths:**   * **Circle** the longest *correct* span length * Underline the longest span scored “1” or “2” AFTER the official discontinue. | | |  | |
| **5-8-2**  **\_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **6-9-4**  **\_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 3 | |
| **6-4-3-9**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **7-2-8-6**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 4 | |
| **4-2-7-3-1**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **7-5-8-3-6**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 5 | |
| **6-1-9-4-7-3**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **3-9-2-4-8-7**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 6 | |
| **5-9-1-7-4-2-8**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **4-1-7-9-3-8-6**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 7 | |
| **5-8-2-9-2-6-4-7**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **3-8-2-9-5-1-7-4**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 8 | |
| **2-7-5-8-6-2-5-8-4**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **7-1-3-9-4-2-5-6-8**  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 9 | |
|  |  | | |  | |
| Is qualitative score valid? | 0 = No | | **1 = Yes** |  | |
|  |  | | |  | |
| NP007 | | | | | |

**DIGIT SPAN (WAIS)**

# *Digits Backward*

**Now I am going to say some more numbers, but this time when I stop I want you to say them backwards. For example, if I say “7-1-9” what would you say?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CORRECT (9-1-7)** | | | |  | **INCORRECT** | | | | |
| **Here are some others** | | | |  | **No, that one is 9-1-7. I said 7-1-9, so you should say 9-1-7. Try this one, and remember you are to say them backwards: 3-4-8.** | | | | |
|  |
|  | | **CORRECT (8-4-3)** |  | **INCORRECT** |
| *START AT*  *3 span SERIES* | | | |  | | **Here are some others** |  | **Here are some others** |
|  | | *START AT*  *3 span SERIES* |  | *START AT*  *2 span SERIES* |
| *Pass* |  | *Fail* |  | | | | | |
| *Go ahead*  *to*  ***4*** *span* |  | *Go back to*  *2 span* |  | | | | | |

**TESTING THE LIMITS:**

CONTINUE ADMINISTERING ITEMS UNTIL BOTH FAILURES ARE DUE TO ERRORS **OTHER THAN** SEQUENCING ALONE.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Digit Span (Backward) (WAIS)** | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
| **Score:** 0 = incorrect  1 = incorrect, sequencing error only  2 = correct  8 = not administered | **Span Lengths:**   * **Circle** the longest *correct* span length * Underline the longest span scored “1” or “2” AFTER the official discontinue. | | |  | |
| **# of cues:** Cue pt each time they say the sequence in forward order and record the number of cues given. | | | |  | |
| **Example 1: 7-1-9 \_\_\_ \_\_\_ \_\_\_** | **Example 2: 3-4-8 \_\_\_ \_\_\_ \_\_\_** | | |  | |
| **1-4**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_**  **0 1 2 8** | **5-8**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 2 | |
| **6-2-9**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **4-1-5**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 3 | |
| **3-2-7-9**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **4-9-6-8**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 4 | |
| **1-5-2-8-6**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **6-1-8-4-3**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 5 | |
| **5-3-9-4-1-8**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **7-2-4-8-5-6**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 6 | |
| **8-1-2-9-3-6-5**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **4-7-3-9-1-2-8**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 7 | |
| **9-4-3-7-6-2-5-8**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | **7-2-8-1-9-6-5-3**  # of cues: \_\_\_\_  **\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_**  **0 1 2 8** | | | Span = 8 | |
|  |  | | |  | |
| **Is qualitative score valid?** | 0 = No | | **1 = Yes** |  | |
| **Cues given?** | **0 = No**  *(leave # cues boxes blank)* | | 1 = Yes  *(fill in # of cues)* |  | |
| NP008 | | | | | |

**LOGICAL MEMORY (WMS), Delayed Recall**

**At the beginning of the test, I read a story to you. Tell me that story again.**

IF THE PARTICIPANT DOES NOT RECALL THE STORY, YOU CAN PROVIDE THE PROMPT. HOWEVER, DO NOT GIVE PROMPT TOO QUICKLY; ONLY AFTER IT IS CLEAR THAT S/HE WILL NOT PRODUCE ANYTHING WITHOUT IT. PROMPT: ***It was a story about a woman.***

(WHEN THE PARTICIPANT STOPS TALKING, ASK) Are there any other details you remember?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Logical Memory: Delayed Recall (WMS)** | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | |  |
| **Cue given?** *(Cue = “It was a story about a woman.”)* | | | | | | | | | | **0 = No** | | 1 = Yes | |  | |  | |
| *Circle “2” for verbatim (V) credit and “1” for paraphrase (P) credit (see Scoring Manual)* | | | | | | | | | | | | | | | | | |
| **V** | **P** | **Story** | | | | **Short hand** | **# PSV *(freq)*** | | **Record Story Verbatim:** | | | | | | | | |
| ***before query*** | ***after query*** |
| 2 | 1 | Anna Thompson | | | | AT |  |  |  | | | | | | |  | |
| 2 | 1 | of South | | | | SB or S |  |  |  | | | | | | |  | |
| 2 | 1 | Boston | | | | Ⓑ |  |  |  | | | | | | |  | |
| 2 | 1 | employed | | | | ⓔ |  |  |  | | | | | | |  | |
| 2 | 1 | as a scrub woman | | | | SW or Scr.♀ |  |  |  | | | | | | |  | |
| 2 | 1 | in an office building | | | | OB or  off bld |  |  |  | | | | | | |  | |
| 2 | 1 | reported | | | | rpt |  |  |  | | | | | | |  | |
| 2 | 1 | at the City Hall | | | | CH |  |  |  | | | | | | |  | |
| 2 | 1 | Station | | | | Stn |  |  |  | | | | | | |  | |
| 2 | 1 | That she had been held up | | | | Sh’d bn h.up |  |  |  | | | | | | |  | |
| 2 | 1 | on State Street | | | | St. St. |  |  |  | | | | | | |  | |
| 2 | 1 | the night before | | | | ngt. b/f |  |  |  | | | | | | |  | |
| 2 | 1 | and robbed | | | | ® |  |  |  | | | | | | |  | |
| 2 | 1 | of fifteen dollars. | | | | 15 $ |  |  |  | | | | | | |  | |
| 2 | 1 | She had four | | | | sh’d 4 |  |  |  | | | | | | |  | |
| 2 | 1 | little children | | | | LCh or lt.ch. |  |  |  | | | | | | |  | |
| 2 | 1 | the rent | | | | Rwd |  |  | **Total** *(pre- and post-Query)* **# of REPEATED from IR:** | | | | | | | | |
| 2 | 1 | was due, | | | | due |  |  |  | | | | **Confabulations** | | **Intrusions** | | |
| 2 | 1 | and they had not eaten | | | | hn eatn |  |  | **Related to story details** | | | |  | |  | | |
| 2 | 1 | for two days. | | | | 2 days |  |  | **Unrelated to story details** | | | |  | |  | | |
| 2 | 1 | The officers | | | | (Off) |  |  | **Total** *(pre- and post-Query)* **# of NEW:** | | | | | | | | |
| 2 | 1 | touched by the woman’s story | | | | tchd by ♀story |  |  |  | | | | **Confabulations** | | **Intrusions** | | |
| 2 | 1 | made up a purse | | | | md up Ⓟ |  |  | **Related to story details** | | | |  | |  | | |
| 2 | 1 | for her. | | | | 4 her |  |  | **Unrelated to story details** | | | |  | |  | | |
| Other Perseveration: | | | | | | |  |  | **Post-Query Response *Only*:** | | | | | | | | |
| **Clinical Judgment of Perseverations** *(circle)* | | | | | | |  |  | 1 = “no”; 2 = yes, gave response | | | | | | |  | |
| 0  No | | | 1  Yes | 8  N/A | 9  Unknown | |  |  | New correct details *(freq)* | | | | | | |  | |
|  | | |  |  |  | |  |  | New incorrect details *(freq)* | | | | | | |  | |
| NP009 | | | | | | | | | | | | | | | | | |

**LOGICAL MEMORY (WMS), Recognition**

I’m going to ask you some questions about that story. I’d like you to tell me which one, of the three choices in each question, is correct.

|  |  |  |
| --- | --- | --- |
| **Logical Memory: Recognition (WMS)** | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) |  |
| **Circle the participant’s response. “No Guess” = 6; however, strongly encourage participant to make a guess.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Response 1** | **Response 2** | **Response 3** | **No Guess** | | **Was the story about:** | a woman  **1** | a man  2 | or an animal  3 | **6** | | **Was her name:** | Annie Thomas  1 | Anna Thompson  **2** | or Annie Hall  3 | **6** | | **Was she from the:** | Southwest  1 | South Boston  **2** | or Cape Cod  3 | **6** | | **Was she:** | a secretary  1 | a housekeeper  2 | or a scrub woman  **3** | **6** | | **Did she work in:** | a private home  1 | a railroad station  2 | or an office building  **3** | **6** | | **Was she:** | beaten  1 | robbed  **2** | or did she win a prize  3 | **6** | | **Was she held up on:** | Main Street  1 | Beacon Street  2 | or State Street  **3** | **6** | | **Did it happen:** | that morning  1 | the night before  **2** | or the week before  3 | **6** | | **Was she robbed:** | of $5.00  1 | $15.00  **2** | or **$**500.00  3 | **6** | | **Did she have:** | no children  1 | two children  2 | or four children  **3** | **6** | | **Did the police:** | arrest her  1 | arrest the robber  2 | or give her money  **3** | **6** | | **Had they not eaten for:** | 2 hours  1 | 2 days  **2** | or 1 week  3 | **6** | |  |  |  |  | NP010 | | | |

**VISUAL REPRODUCTION (WMS), Delayed**

**Now I want to see how well you remember those drawings that I showed you. Try to draw as many as you can remember and you don’t have to draw them in the same order that I showed them to you.**

|  |
| --- |
| **Visual Reproductions – Delayed Recall (WMS): Examiner’s page** |
| **DR–C2 DR–C1**  **If drawing is in the wrong location, indicate in box D which stimulus drawing is being scored.**   |  | | --- | | **Box D Box D**  **Points \_\_\_ \_\_\_ \_\_\_ Points \_\_\_ \_\_\_ \_\_\_**  **Criterion 1 2 3 (not keyed) Criterion 1 2 3**  **Circle here if 1 point deduction 🡪 -1 (not keyed) Circle here if 1 point deduction 🡪 -1** |   **DR-B DR-A**   |  | | --- | | **Box D Box D**  **Points \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Points \_\_\_ \_\_\_ \_\_\_**  **Criterion 1 2 3 4 5 Criterion 1 2 3**  **Circle here if 2 point deduction 🡪 -2 (not keyed) Circle here if 1 point deduction 🡪 -1** | |
| **top of participant’s page** |

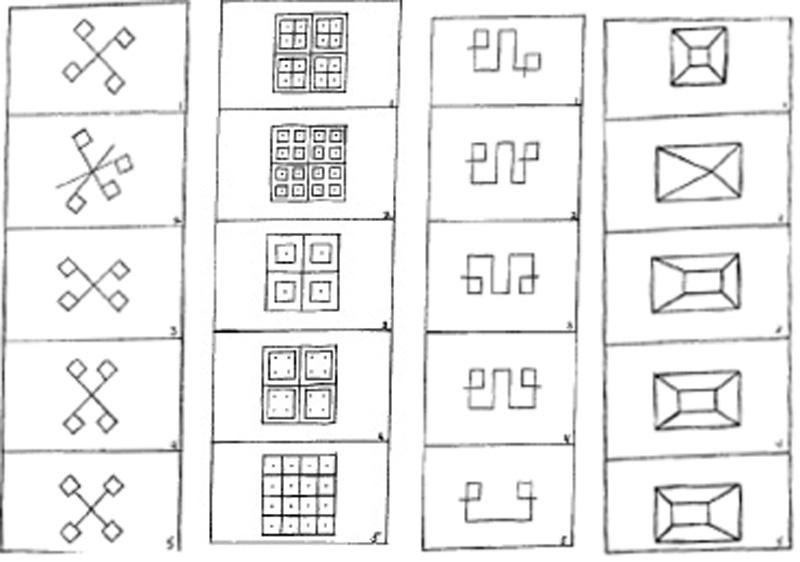
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Visual Reproductions: Delayed Recall (WMS)** | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
|  |  |  |  | |  |  | |
| **Design**  (max possible points) | | **A**  (3) | **B**  (5) | | **C1**  (3) | **C2**  (3) | |
| **Total number of points scored** | |  |  | |  |  | |
|  |  |  |  | |  |  | |
| **Qualitative findings** | | **A** | **B** | | **C1** | **C2** | |
| Draws right to left | |  |  | |  |  | |
| Contamination from another VR design | |  |  | |  |  | |
| Perseveration | |  |  | |  |  | |
| Micrographia | |  |  | |  |  | |
| Tremors | |  |  | |  |  | |
| Confabulation | |  |  | |  |  | |
| Starts to draw before told to begin | |  |  | |  |  | |
| No attempt to produce drawing | |  |  | |  |  | |
| If no attempt to produce drawing, participant reports “I do not remember” and indicates a specific location for the design. | |  |  | |  |  | |
|  |  |  |  | |  |  | |
| Pt lacks obvious awareness that there should be four drawings *(circle)* | | | **0**  **No** | | 1  Yes |  | |
| Are there qualitative findings? *(circle)* | | | 0  No  *(leave Qual findings section blank)* | | 1  Yes  *(fill in Qual findings section)* |  | |
|  |  |  |  | |  |  | |
|  |  | **A** | **B** | | **C1** | **C2** | |
| ***Incorrect productions* on Immediate Recall (IR) that were repeated on Delayed Recall (DR)** | | | | | | | |
| Complete (exact) reproduction(s)  *(0=no, not complete reproduction; 1=yes, complete reproduction; 8=N/A (if full credit or no attempt on IR or DR))* | |  |  | |  |  | |
| Partial reproduction(s)  *(0=no, not partial reproduction; 1=yes, partial reproduction; 8=N/A (if full credit or no attempt on IR or DR))* | |  |  | |  |  | |
| ***Correct details* recalled on DR that were not produced on IR** | | | | |  |  | |
| Correct details  *(frequency count)* |  |  |  | |  |  | |
|  |  |  |  | |  |  | |
| NP011A | | | | | | | |

# VISUAL REPRODUCTION (WMS), Recognition

**Which one of these drawings did I show you at the beginning?**

REPEAT FOR ALL DESIGNS.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Visual Reproductions: Recognition (WMS)** | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | |  |
|  | *Circle participant’s response. “6”=no guess; however, strongly encourage a guess.* | | | | | | |  |  |  | |
|  | **Participant’s chosen design** | | | | | | | **Same as design drawn by participant in VR Delayed?** | | | |
| **Design A** | 1 | 2 | 3 | **4** | 5 | | 6  No guess | 0  no | 1  yes | 8  N/A | |
| **Design B** | **1** | 2 | 3 | 4 | 5 | | 6  No guess | 0  no | 1  yes | 8  N/A | |
| **Design C1** | 1 | 2 | 3 | **4** | 5 | | 6  No guess | 0  no | 1  yes | 8  N/A | |
| **Design C2** | 1 | 2 | **3** | 4 | 5 | | 6  No guess | 0  no | 1  yes | 8  N/A | |
|  |  |  |  |  |  | |  |  |  |  | |
| NP011B | | | | | | | | | | | |

****

VERBAL PAIRED ASSOCIATES (WMS), Recall

Now I want to see how well you remember the word pairs. What word went with….?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Paired Associate Learning: Delayed Recall (WMS)** | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | |  |
|  | **Response**  -----------------------------  *Write any incorrect responses verbatim*  *Write a “+” or a “√” if response is correct* | **Score**  **Incorrect = 0**  **Correct = 1**  **No guess = 6**  -----------------------------  *Write the appropriate code for each response in the unshaded box* | | **Errors**  **PAL =** incorrect word is another  word on the list  **Related** = incorrect response is  related to the first word  **Not Related** = incorrect response is  NOT related to the first word  ---------------------------------------------  *Place a “1” in the appropriate column for each incorrect response* | | | | | *“1” if incorr. response was given on prior word pair [within test]* | *“1” if incorr. assoc. was used on any prior trial* | |
|  |  | Easy | Hard | PAL | | | Related | Not Related | Psv | Repeat | |
| **Metal**  Iron |  |  | XX |  | | |  |  |  |  | |
| **Baby**  Cries |  |  | XX |  | | |  |  |  |  | |
| **Crush**  Dark |  | XX |  |  | | |  |  |  |  | |
| **North**  South |  |  | XX |  | | |  |  |  |  | |
| **School**  Grocery |  | XX |  |  | | |  |  |  |  | |
| **Rose**  Flower |  |  | XX |  | | |  |  |  |  | |
| **Up**  Down |  |  | XX |  | | |  |  |  |  | |
| **Obey**  Inch |  | XX |  |  | | |  |  |  |  | |
| **Fruit**  Apple |  |  | XX |  | | |  |  |  |  | |
| **Cabbage**  Pen |  | XX |  |  | | |  |  |  |  | |
|  |  |  |  |  | | |  |  |  |  | |
| **Presence of Perseverations:** | | 0 = No *(leave persev column blank)* | | | | 1 = Yes *(fill in persev column)* | | | | | |
| **Presence of Repeated Pairs:** | | 0 = No *(leave repeat column blank)* | | | | 1 = Yes *(fill in repeat column)* | | | | | |
|  |  |  |  |  | | |  |  |  |  | |
| NP012 | | | | | | | | | | | |

**VERBAL PAIRED ASSOCIATES (WMS), Recognition**

**I’m going to give you some multiple choice options for those word pairs. Which word went with \_\_\_\_\_\_, was It \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_?**

|  |  |  |
| --- | --- | --- |
| **Paired Associate Learning: Recognition (WMS)** | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) |  |
| **Circle participant’s response. “No Guess” = 6; however, strongly encourage a guess.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stimulus** | **Option 1** | **Option 2** | **Option 3** | **Option 4** | **No guess** | | **Metal** | Zinc  1 | Head  2 | Iron  3 | Copper  4 | 6 | | **Baby** | Crib  1 | Cries  2 | Rattle  3 | Crawl  4 | 6 | | **Crush** | Stamp  1 | Dark  2 | Park  3 | Cramp  4 | 6 | | **North** | South  1 | Pole  2 | West  3 | Wise  4 | 6 | | **School** | Bus  1 | Learn  2 | Drugstore  3 | Grocery  4 | 6 | | **Rose** | Bud  1 | Inch  2 | Flower  3 | Apple  4 | 6 | | **Up** | Stair  1 | Before  2 | Under  3 | Down  4 | 6 | | **Obey** | Inch  1 | Command  2 | Order  3 | Stitch  4 | 6 | | **Fruit** | Apple  1 | Peach  2 | Grocery  3 | Stand  4 | 6 | | **Cabbage** | Leaf  1 | Pond  2 | Soup  3 | Pen  4 | 6 | |  |  |  |  |  |  | | NP013 | | | | | | | | |

**SIMILARITIES**

**Now we will be doing something completely different. I am going to name two things, and I would like you to tell me how they are alike, how they are the same. In what way are an ORANGE and a BANANA alike?**

\*\*IF *FRUIT* OR *FOOD*, SAY **Good**

\*\*IF ANOTHER ACCEPTABLE ANSWER, SAY, **That’s correct, they are also both fruit..**

\*\*IF NO CREDIT RESPONSE, SAY: **They are alike in that they are both fruit, you eat both, both have skins.**

|  |  |  |  |
| --- | --- | --- | --- |
| Similarities Scoring | | | |
|  | **2 points** | **1 point** | **No Credit** |
| Orange-Banana | Fruit | Food, to eat, have peels, same color, grow, contain vitamins | Round, same shape, contain calories |
| Coat-Dress | Garments, wearing apparel, clothing | Made of cloth, keep you warm, to wear, cover the body, things to put on | Coat is warmer than dress, made of same material, you put coat on top of dress, have buttons |
| Axe-Saw | Tools, cutting implements | Used by carpenters, to cut, hardware, sharp | Made of metal, people are afraid of them, have handles, for sawing and chopping |
| Dog-Lion | Animals, mammals | Legs, fur, tails, belong to same species, teeth | Look alike, lion growls, dog barks, dangerous |
| North-West | Directions, compass points | Tell you where you’re going, Places on a map | Distance, go either way, geography |
| Eye-Ear | Senses, sense or perception organs, receptors of stimuli | Organs, parts of the body/face, anatomy, you know from them, you get knowledge through them, for communication | Necessary to man, see with eye, hear with ear, both have an opening, can tell what you are saying, you read lips and ear hears what you say, you need both |
| Air-Water | Necessary for life, have to have air to live and must have water to live, necessary for functioning of human body, can’t live without them, needed to survive, | Elements, have oxygen, help us to live, means of transportation, you need both, fluids, necessary | Everywhere on earth, nature’s products, contain water, nature’s gift, breathe air and drink water, water is a substance and air is a substance, keeps on going, so does water keep on going, in clouds, atmosphere, environment |
| Table-Chair | Furniture, articles of furniture, furnishings | Household objects, kitchen/dining set, found in kitchens and restaurants, used when you eat a meal, associated with eating, to support or hold things | Table to eat on—chair to sit on; have four legs, wooden objects |
| Egg-Seed | Beginnings of life, first stages of life, reproduce what they come from, beginning of a species, embryonic substances/stages/forms of life/beginnings, beginning of growth, young come from both, create/start life, prebirth units, root of life, precursor to life, generate living organisms | Things grow from both, produce, give life (incompletely explained), can create, have shells, something grows from both, means of reproduction (not further explained), beginning (not further explained), embryos, zygotes, potential for life/growth, dormant forms of life, reproductive units, both procreate, form of birth, life forms come from both, offspring, produce, are products of something else, make things, can be fertilized, fertilization | Grow, mature, develop, food, one comes from other, you can eat both, have a yolk, are round, hatched, an egg comes from a chicken and a seed comes from a plant |
| Poem-Statue | Works of art, artistic creation, expression of artistic feeling | Man-made, composed, symbolic, beautiful things, stir feelings, are memorial—make you remember, commemorate something/someone, tell stories, express an emotion or idea, method/form of expression, have meaning, both represent something, both describe/express something | Poem describes statue, by famous people, lifeless, you read a poem and look at a statue, people like them, last a long time if good, are decorative, nice, unique, things that are looked at, you read both, found in museums, represent history, culture, by famous people, are timeless, old, lifeless, inanimate objects |
| Wood-Alcohol | Organic substances, have carbon, contain hydrogen and carbon | Burn, used in manufacturing, used as fuel | Tree products, alcohol comes from wood, useful, knock you out |
| Praise-Punishment | Means of discipline/teaching, method of criticism, critiques, evaluation of actions, means of socialization, means of reinforcement, forms of reward, means of influencing behavior of others, methods of motivation/ control/correction, appraisal of behavior, shape someone’s character, behavior modifiers | For training people, to express your attitude, used on people to get them in a certain emotional state, means of getting things done, responses to behavior, rewards (no elaboration), reinforcers, feedback or forms of feedback, reinforcement for behavior, to teach (right from wrong), to help one do better, earned through behavior, what you receive when you are good or bad, expression of feelings, consequences of actions, forms of treatment | Benefit a person, things you inflict on people, something given to you, administered by authority, parents use them on children, learning experiences, behavior, actions doing things, done by another person |
| Fly-Tree | Living things, have life, forms of life, both alive, biological forms, organisms, both can reproduce, organic, “both live outdoors” | Breathe, grow, need food, created by nature/environment/God, part of nature, need sunlight, need air/water/nourishment to live, both will die | Up in air, outdoors, fly has wings & tree has leaves, fly is small & tree is big, useful to humans, carry germs, neither are mammals, both (move in wind/flutter/fly/ blow), both are free, support environment, fly would land on a tree |
| \*\* Give appropriate credit for response if they say, “Different \_\_\_\_\_\_\_\_\_ or “Opposite \_\_\_\_\_\_.” For example, for North and South, “Different Directions” would be a 2-point response because “directions” is a 2-point response. | | | |

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| **Similarities (WAIS)** | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | |  |
| **DISCONTINUE: After 4 consecutive failures** | | | | | | | | |
|  | **Response Score *(see Scoring Manual)***  *Record response verbatim*0**1** = 0 point response6 = no guess  1 = 1 point response8 = d/c criterion met  2 = 2 point response | | | **Error Type1***Place a “1” if the response is a loss of set (LOS), concrete thinking (Con), perseveration (psv); or other* | | | | |
|  | **Response** | | **Score** | **LOS** | **Con1** | **Psv** | **Other** | |
| **Orange**  **Banana** | Fruit | |  |  |  |  |  | |
| **Coat**  **Dress** | Clothes  Clothing  Garments | |  |  |  |  |  | |
| **Axe**  **Saw** | Tools | |  |  |  |  |  | |
| **Dog**  **Lion** | Animals | |  |  |  |  |  | |
| **North**  **West** | Directions | |  |  |  |  |  | |
| **Eye**  **Ear** | Senses | |  |  |  |  |  | |
| **Air**  **Water** | Necessary  for life | |  |  |  |  |  | |
| **Table**  **Chair** | Furniture | |  |  |  |  |  | |
| **Egg**  **Seed** | Beginnings  of life | |  |  |  |  |  | |
| **Poem**  **Statue** | Art  Works of art | |  |  |  |  |  | |
| **Wood**  **Alcohol** | Have carbon | |  |  |  |  |  | |
| **Praise**  **Punishment** | Discipline | |  |  |  |  |  | |
| **Fly**  **Tree** | Living things | |  |  |  |  |  | |
| 1 Record Error Type **only** if score = 0. (If score = 1, “concrete” will be assumed) | | |  |  |  |  |  | |
|  |  | |  |  |  |  |  | |
| NP014 | | | | | | | | |

|  |  |
| --- | --- |
| Odd ID number | Even ID number |
| **back-to-back clocks** | **split clocks** |

**Clock Drawing Test: Command Condition**

I’d like you to draw a clock. Put in all the numbers, and set the hands to ten after eleven.

**Remember to time the drawing!**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Clock Drawing Test: Command Condition** *(Examiner’s Page)* | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
|  |  | |  | | |  | | |
| Top of Participant’s Clock  *(circle one)*  . Top  ↓ ↑  Top . |  | |  | | |  | | |
|  |  | |  | | |  | | |
|  | Time to completion: | | \_\_\_ \_\_\_ : \_\_\_ \_\_\_ (min:sec) | | |  | | |
| Rotated paper while placing numerals/numeral substitutes | |  | **0**  **No** | 1  Yes | | 8  N/A | 9  Unknown | |
| Attempt to self-correct significant error | | 0  No | 1  Yes, result correct | 2  Yes, result NOT correct | | **3**  **No Errors** | 9  Unknown | |
| Requested reminder of time for hand-setting | |  | **0**  **No** | 1  Yes | | 8  N/A | 9  Unknown | |
| **Describe Other Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | |
| **NOTE:** If dCDT data is not acquired, use full command clock scoring pages. | | | | | |  | NO016 | |

**VERBAL FLUENCY (FAS)**

**I will say a letter of the alphabet. Then I want you to give me as many words that begin with that letter as quickly as you can. For instance, if I say “B,” you might give me bad, bottle, bed. However, I do not want you to use words that are proper names such as Boston or Brian. Also, I do not want you to use the same word again with a different ending, such as bake, baking, baked. Any questions?**

**The first letter is F. Give me as many words as you can that begin with F.**

**The next letter is “A.” Begin.** ---- **The next letter is “S.” Begin.**

IF THE PARTICIPANT MAKES TWO OF THE SAME ERRORS CONSECUTIVELY, CUE HIM/HER:

**Remember we want words that start with the letter “F”**

*or*

**Remember, no proper names**

*or*

**Remember, don’t use the same word with different endings.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Verbal Fluency (FAS)** | | | | | | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | | | | |  | |
|  | **0-15 (sec)** | | | | | | **16-30 (sec)** | | | | | | **31-45 (sec)** | | | | | | | **46-60 (sec)** | | | | | | |
|  | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | Other Error | Self-correction | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | Other Error | Self-correction | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | | Perseveration | Other Error | Self-correction | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | Other Error | | Self-correction |
| **F** |  | #errors: | | | | |  | #errors: | | | | |  | #errors: | | | | | |  | #errors: | | | | | |
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| #correct words: | | |  |  | #correct words: | | |  |  | #correct words: | | | |  |  | #correct words: | | |  | |  |
| **A** |  | #errors: | | | | |  | #errors: | | | | |  | #errors: | | | | | |  | #errors: | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |
|  | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |
| #correct words: | | |  |  | #correct words: | | |  |  | #correct words: | | | |  |  | #correct words: | | |  | |  |
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**VERBAL FLUENCY (ANIMALS)**

**This time I’d like you to tell me the names of as many animals as you can, as quickly as you can. It does NOT matter what letter the words begin with; I just want you to name animals. Ready? Begin.**

IF THE PARTICIPANT MAKES TWO OF THE SAME ERRORS CONSECUTIVELY, CUE HIM/HER:

**Remember, it does not matter which letter it starts with**

o*r*

**Remember, we want names of animals.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Verbal Fluency (FAS)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **0-15 (sec)** | | | | | | **16-30 (sec)** | | | | | | **31-45 (sec)** | | | | | | | **46-60 (sec)** | | | | | | |
|  | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | Other Error | Self-correction | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | Other Error | Self-correction | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | | Other Error | Self-correction | *Write all words produced by participant in order* | Wrong 1st Letter | Broken Rule | Perseveration | Other Error | | Self-correction |
| **S** |  | #errors: | | | | |  | #errors: | | | | |  | #errors: | | | | | |  | #errors: | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |
|  |  | | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |
|  | #correct words: | | |  |  |  | #correct words: | | |  |  |  | #correct words: | | | |  |  |  | #correct words: | | |  | |  |
| **Verbal Fluency (Animals)** | | | | | | | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | | | |  | |
| **Animals** |  | #errors: | | | | |  | #errors: | | | | |  | #errors: | | | | | |  | #errors: | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |
|  | | |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |
| #correct words: | | |  |  | #correct words: | | |  |  | #correct words: | | | |  |  | #correct words: | | |  | |  |
|  |  |  | | | | |  |  | | | | |  |  | | | | | |  |  | | | | | |
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**BOSTON NAMING TEST**

**I’m going to show you some pictures, and I’d like you to tell me the one word that best names the object in each picture.**

IF PERSON GIVES AN ANSWER THAT IS CLOSE, BUT NOT CORRECT (E.G., “HARNESS” FOR “YOKE”), SAY,

**Can you tell me another word for that?**

**Can you be more specific?**  (E.G., “BOAT” FOR “CANOE”)

The following words are acceptable; however, if the phonemic cue is given, it should be for the word that is written on the answer sheet:

“spyglass” in place of “telescope”

“settee” in place of “bench”

“toadstool” in place of “mushroom”

“spigot” for “faucet”

Semantic cue is given at 10 seconds.

Phonemic cue is given at 20 seconds.

TIME LIMIT for response is 40 seconds

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Boston Naming Test** | | | | | | | | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | | | | | | | | |  |
| *Record all participant responses verbatim in the appropriate column (e.g., if the phonemic cue is given, subsequent verbalizations should be written in the Phonemic Cue column for that item). Circle the appropriate score for each item. Circle all errors that were present for a particular item in the lower (shaded) portion of that item’s row. Record in seconds the time of FINAL response. See Scoring Manual for complete scoring instructions.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No Cue**  ***Circle “0” if incorrect***  ***Circle “1” if correct with no cues***  ***Circle “2” if correct immediately upon presentation; leave “Time” blank.*** | | | | | | | | | | | **Semantic Cue**  ***Circle “0” if incorrect***  ***Circle “1” if correct with Semantic cue***  ***Leave blank if Semantic cue not given*** | | | | | | | | | | **Phonemic Cue**  ***Circle “0” if incorrect***  ***Circle “1” if correct with Phonemic cue***  ***Leave blank if Phonemic cue not given*** | | | | | | | | | | |
| 1. **Tree** | | 0 | | | 1 | | | 2 | | | **Something that grows** | | | 0 | | 1 | | | | | **Tr** | 0 | | | | 1 | | |  | | |
|  | | | | | | | | | | |  | | | | | | | | | | TIME (seconds) | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | | (1)  Perceptual | | | | | | \_\_\_ \_\_\_ | |
| 2. **House** | 0 | | | 1 | | | 2 | | | | **A kind of building** | | | 0 | | | 1 | | | | **Hou** | | 0 | | | | 1 |  | | | |
|  | | | | | | | | | | |  | | | | | | | | | | TIME (seconds) | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | | (1)  Perceptual | | | | | | \_\_\_ \_\_\_ | |
| 3. **Scissors** | 0 | | 1 | | | | 2 | | | | **Used for cutting** | | | | 0 | | 1 | | | | **Sci** | | 0 | | | | 1 | |  | | |
|  | | | | | | | | | | |  | | | | | | | | | | TIME (seconds) | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para | | | | | | (1)  Phonemic Para | | | | | (1)  Perceptual | | | | | | \_\_\_ \_\_\_ | |
| 4. **Comb** | 0 | | | 1 | | | 2 | | | | **Used for fixing hair** | | | 0 | | | 1 | | | | **Co** | | 0 | | | | 1 |  | | | |
|  | | | | | | | | | | |  | | | | | | | | | | TIME (seconds) | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | | (1)  Perceptual | | | | | | \_\_\_ \_\_\_ | |
| 5. **Flower** | 0 | | | 1 | | | | | 2 | | **Grows in the garden** | | | 0 | | | 1 | | | | **Fl** | | 0 | | | | 1 | |  | | |
|  | | | | | | | | | | |  | | | | | | | | | | TIME (seconds) | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | | (1)  Perceptual | | | | | | \_\_\_ \_\_\_ | |
| 6. **Saw** | 0 | | 1 | | | 2 | | | | | **Used by a carpenter** | | | 0 | | | 1 | | | **S** | | | | | 0 | | 1 | |  | | |
|  | | | | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | | (1)  Perceptual | | | | | | \_\_\_ \_\_\_ | |
|  |  | | | | | | | | |  | |  |  | | | | | |  | | | | |  | | | | | | NP020 | |

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| **Boston Naming Test** (*continued)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No Cue *(0=wrong; 1=right; 2=right immed.)*** | | | | | | | | **Semantic Cue *(0=wrong; 1=right)*** | | | | | | | **Phonemic Cue *(0=wrong; 1=right)*** | | | | | | | | | | | | | |
| 7. **Toothbrush** | | 0 | | 1 | | 2 | | **Used to clean teeth** | | | 0 | | 1 | | **Too** | 0 | | | | 1 | | | | |  | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 8. **Broom** | 0 | | 1 | | 2 | | | **Used for cleaning** | | | 0 | | 1 | | **Br** | | 0 | | 1 | | | | |  | | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 9. **Mushroom** | 0 | | 1 | | 2 | | | **Something to eat** | | | | 0 | 1 | | **Mu** | | | 0 | | | 1 | | | |  | | | |
| *(toadstool is acceptable)* | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 10**. Hanger** | 0 | | 1 | | 2 | | | **Found in the closet** | | | 0 | | 1 | | **Ha** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 11. **Wheelchair** | 0 | | 1 | | 2 | | | **Found in the hospital** | | | 0 | | 1 | | **Whee** | | | 0 | | | | | 1 | | | |  | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 12. **Mask** | 0 | | 1 | | 2 | | | **Part of a costume** | | | 0 | | 1 | | **Ma** | | | 0 | | | | 1 | | | |  | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
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| **Boston Naming Test** (*continued)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No Cue *(0=wrong; 1=right; 2=right immed.)*** | | | | | | | | **Semantic Cue *(0=wrong; 1=right)*** | | | | | | | **Phonemic Cue *(0=wrong; 1=right)*** | | | | | | | | | | | | | |
| 13. **Bench** | | 0 | | 1 | | 2 | | **Used for sitting** | | | 0 | | 1 | | **Be** | 0 | | | | 1 | | | | |  | | | |
| *(settee is acceptable)* | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 14. **Snail** | 0 | | 1 | | 2 | | | **An animal** | | | 0 | | 1 | | **Sn** | | 0 | | 1 | | | | |  | | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 15. **Faucet** | 0 | | 1 | | 2 | | | **Part of a sink** | | | | 0 | 1 | | **Fau** | | | 0 | | | 1 | | | |  | | | |
| *(spigot is acceptable)* | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 16. **Telescope** | 0 | | 1 | | 2 | | | **Used to look through** | | | 0 | | 1 | | **Te** | | | 0 | | | 1 | | | |  | | | |
| *(spyglass is acceptable)* | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 17. **Seahorse** | 0 | | 1 | | 2 | | | **An ocean animal** | | | 0 | | 1 | | **Sea** | | | 0 | | | | | 1 | | | |  | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 18. **Canoe** | 0 | | 1 | | 2 | | | **Used in water** | | | 0 | | 1 | | **Ca** | | | 0 | | | | 1 | | | |  | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
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| **Boston Naming Test** (*continued)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No Cue *(0=wrong; 1=right; 2=right immed.)*** | | | | | | | | **Semantic Cue *(0=wrong; 1=right)*** | | | | | | | **Phonemic Cue *(0=wrong; 1=right)*** | | | | | | | | | | | | | |
| 19. **Wreath** | | 0 | | 1 | | 2 | | **A Christmas decoration** | | | 0 | | 1 | | **Wrea** | 0 | | | | 1 | | | | |  | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 20. **Harmonica** | 0 | | 1 | | 2 | | | **A musical instrument** | | | 0 | | 1 | | **Har** | | 0 | | 1 | | | | |  | | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 21. **Acorn** | 0 | | 1 | | 2 | | | **It comes from a tree** | | | | 0 | 1 | | **A** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 22. **Stilts** | 0 | | 1 | | 2 | | | **Used to make you taller** | | | 0 | | 1 | | **St** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 23. **Cactus** | 0 | | 1 | | 2 | | | **Something that grows** | | | 0 | | 1 | | **Ca** | | | 0 | | | | | 1 | | | |  | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 24. **Harp** | 0 | | 1 | | 2 | | | **A musical instrument** | | | 0 | | 1 | | **Ha** | | | 0 | | | | 1 | | | |  | | |
|  | | | | | | | |  | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
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| **Boston Naming Test** (*continued)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No Cue *(0=wrong; 1=right; 2=right immed.)*** | | | | | | | | **Semantic Cue *(0=wrong; 1=right)*** | | | | | | | | | **Phonemic Cue *(0=wrong; 1=right)*** | | | | | | | | | | | | | |
| 25. **Knocker** | | 0 | | 1 | | 2 | | **Part of a door** | | | 0 | | | 1 | | | **Kno** | 0 | | | | 1 | | | | |  | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 26. **Stethoscope** | 0 | | 1 | | 2 | | | **Used by doctors and nurses** | | | | | 0 | | 1 | | **Ste** | | 0 | | 1 | | | | |  | | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 27. **Muzzle** | 0 | | 1 | | 2 | | | **Used on dogs** | | | | 0 | | 1 | | | **Mu** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 28. **Funnel** | 0 | | 1 | | 2 | | | **Used for pouring** | | | 0 | | | 1 | | | **Fu** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 29. **Accordian** | 0 | | 1 | | 2 | | | **A musical instrument** | | | 0 | | | 1 | | | **Ac** | | | 0 | | | | | 1 | | | |  | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 30. **Noose** | 0 | | 1 | | 2 | | | **Used for hanging** | | | 0 | | | 1 | | | **Noo** | | | 0 | | | | 1 | | | |  | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
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| **Boston Naming Test** (*continued)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No Cue *(0=wrong; 1=right; 2=right immed.)*** | | | | | | | | **Semantic Cue *(0=wrong; 1=right)*** | | | | | | | | | **Phonemic Cue *(0=wrong; 1=right)*** | | | | | | | | | | | | | |
| 31. **Compass** | | 0 | | 1 | | 2 | | **For drawing** | | | 0 | | | 1 | | | **Co** | 0 | | | | 1 | | | | |  | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 32. **Tripod** | 0 | | 1 | | 2 | | | **Photographers & surveyors use it** | | | | | 0 | | 1 | | **Tri** | | 0 | | 1 | | | | |  | | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 33. **Tongs** | 0 | | 1 | | 2 | | | **A utensil** | | | | 0 | | 1 | | | **To** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 34. **Yoke** | 0 | | 1 | | 2 | | | **Used on farm animals** | | | 0 | | | 1 | | | **Yo** | | | 0 | | | 1 | | | |  | | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 35. **Palette** | 0 | | 1 | | 2 | | | **Artists use it** | | | 0 | | | 1 | | | **Pa** | | | 0 | | | | | 1 | | | |  | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
| 36. **Abacus** | 0 | | 1 | | 2 | | | **Used for counting** | | | 0 | | | 1 | | | **Ab** | | | 0 | | | | 1 | | | |  | | |
|  | | | | | | | |  | | | | | | | | | TIME (seconds) | | | | | | | | | | | | | |
| Errors:  *Circle all that apply* | (1)  No Error | | | | | | (1)  Circumloc. | | (1)  Perseveration | (1)  Semantic Para. | | | | | | (1)  Phonemic Par. | | | | (1)  Perceptual | | | | | | | | | | \_\_\_ \_\_\_ |
|  |  | | | | | |  | |  |  | | | | | |  | | | |  | | | | | | | | | | NP025 |

7

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10

9

3

2

1

4

8

5

12

11

|  |  |
| --- | --- |
| Odd ID number | Even ID number |
| **back-to-back clocks** | **split clocks** |

**Clock Drawing Test: Copy Condition**

Please copy this clock.

**Remember to time the drawing!**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Clock Drawing Test: Copy Condition** *(Examiner’s Page)* | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
|  |  | |  | | |  | | |
| Top of Participant’s Clock  *(circle one)*  . Top  ↓ ↑  Top . |  | |  | | |  | | |
|  |  | |  | | |  | | |
|  | Time to completion: | | \_\_\_ \_\_\_ : \_\_\_ \_\_\_ (min:sec) | | |  | | |
| Rotated paper while placing numerals/numeral substitutes | |  | **0**  **No** | 1  Yes | | 8  N/A | 9  Unknown | |
| Attempt to self-correct significant error | | 0  No | 1  Yes, result correct | 2  Yes, result NOT correct | | **3**  **No Errors** | 9  Unknown | |
| **Describe Other Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | |
| **NOTE:** If dCDT data is not acquired, use full copy clock scoring pages. | | | | | |  | NO027 | |

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**TRAILMAKING TEST: Part A**

**............................................ *Sample* ...........................................**

**On this page** (POINT) **are some numbers. Begin at number 1** (point as you go along) **and draw a line from one to two, two to three,**  **three to four, and so on, in order, until you reach the end.** **Draw the lines as fast as you can. Do not lift the pen from the paper. Ready, begin.**

**ACCEPTABLE ERROR CORRECTIONS for Sample:**

**You started with the wrong circle. This is where you start.**

**You skipped this circle. You should go from number one to two, two to three**, **and so on until you reach the circle marked END.**

**You only went as far as this circle. You should have gone to this circle marked “END.”**

**Please keep the pen on the paper, and continue right on to the next circle.**

After the mistake has been explained, mark out the wrong part and say, **Go on from here**, pointing to the last correct circle.

If the subject can’t do Sample A, take his/her hand and guide the pen (eraser end down) through the trail. Then say, **Now you try it. Put your pen, point down. Remember, begin at number one** (point along the way) **and draw a line from one to two**, **two to three, three to four, and so on, in order until you reach the circle marked END**. **Do not skip around but go from one number to the next in the** **proper order. If you make a mistake, mark it out. Remember, work** **as fast as you can. Ready, Begin!** if right, say, **Good!** **Let’s try the next one.**

**............................................. *Test* ..............................................**

**On this page are numbers from 1 to 25. Do this the same way. Begin at number 1** (point to “1”) **and draw a line from one to two,** (point to “2”), **two to three** (point to “3”),  **three to four** (point to “4”),  **and so on, in order, until you reach the end** (point to the circle marked “END”). **Remember, work as fast as you can and do not lift the pen from the paper. Ready, Begin!**

When Part A is finished, stop timing, take the paper and say,

**That’s fine. Now we’ll try another one.**

*Examiner Page*

*Do not key*

*Record data on* ***Trail Making Test: Part A*** *scoring page*

*Completion of this page is optional and does not necessarily reflect complete data.*

*# Pen Lifts # Errors #Self-Corrected Errors*

*TIME: \_\_\_ \_\_\_ : \_\_\_ \_\_\_*

*Pt started sample early? Yes No*

*Pt started test early? Yes No*

**TRAILMAKING TEST: Part B**

**.................................. *Sample* ................................**

**ACCEPTABLE ERROR CORRECTIONS for Sample:**

**⇒You started with the wrong circle. This is where you start.**

**⇒You skipped this circle. You should go from number one to two, two to three**, **and so on until you reach the circle marked END.**

**⇒You only went as far as this circle. You should have gone to this circle marked “END.”**

**⇒Please keep the pen on the paper, and continue right on to the next circle.**

**On this page are some numbers and letters. Begin at number one** (point along the way) **and draw a line from one to A, A to two, two to B, B to three, three to C, and so on, in order, until you reach the end.** **Remember, first you have a number** (point along the way), **then a letter, then a number, then a letter, and so on. Draw the lines as fast as you can, and do not lift the pen from the paper. Ready, Begin!**

**................................... *Test* ...................................**

**On this page are some numbers and letters. Do this one the same way. Begin at number one (**point along the way**) and draw a line from one to A, A to two, two to B, B to three, three to C, and so on, in order, until you reach the end. Remember, first you have a number (**point along the way) **then a letter, and so on. Do not skip around, but go from one circle to the next in the proper order. Draw the lines as fast as you can, and do not lift the pen from the paper. Ready, Begin!**

**GUIDELINES FOR ERROR CORRECTIONS for Test**

1. Cross out line, point to last correct circle, and say, “This is a mistake. Start again from here.”
2. If participant does not start, ask, “What should come next?”
3. If unable to proceed, ask, “Do you remember the sequence?”
4. If participant does not know, remind by saying, “First you have a number, then a letter, then a number, and so on.”
5. If participant still cannot proceed, go back three circles and say, “First you had a number (point), then a letter (point), then a number (pointing now at the last correct circle). What should come next?” <substitute “number” and “letter” as appropriate>

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| **Trail Making Test: Part A** | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | |  |
| **\*Time to completion:** *If the test is not completed, record the total time the pt worked on the test.* | | | | | | | | | | | | | |
| **Time to completion\*** | **# self-corrected errors** | | | | **# examiner corrected errors** | | | | | **Obvious Tremor** | **# pen lifts** | **# cues given** | |
| **(min:sec)** | **Perceptual** | | **Other** | | **Perceptual** | | **Other** | | |  |  |  | |
| \_\_\_ \_\_\_ : \_\_\_ \_\_\_ |  | |  | |  | |  | | | 0 = No  1 = Yes |  |  | |
|  | **Started to draw before told to begin *Sample*** | | | | **Started to draw before told to begin *Test*** | | | | | **IF test was discontinued, record the number of circles that were completed.** | | | |
|  | 0 = No | | 1 = Yes | | 0 = No | | 1 = Yes | | |  | \_\_\_\_ \_\_\_\_ |  | |
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| **Trail Making Test: Part B** | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | |  |
| **\*Time to completion:** *If the test is not completed, record the total time the pt worked on the test.* | | | | | | | | | | | | | |
| **Time to completion\*** | **# self-corrected errors** | | | | **# examiner corrected errors** | | | | | **Obvious Tremor** | **# pen lifts** | **# cues given** | |
| **(min:sec)** | **Perceptual** | **LOS** | | **Sequencing** | **Perceptual** | **LOS** | | **Sequencing** | |  |  |  | |
| \_\_\_ \_\_\_ : \_\_\_ \_\_\_ |  |  | |  |  |  | |  | | 0 = No  1 = Yes |  |  | |
|  | **Started to draw before told to begin *Sample*** | | | | **Started to draw before told to begin *Test*** | | | | | **IF test was discontinued, record the number of circles that were completed.** | | | |
|  | 0 = No | | 1 = Yes | | 0 = No | | 1 = Yes | | |  | \_\_\_\_ \_\_\_\_ |  | |
|  |  | |  | |  | |  | | |  |  |  | |
|  |  | |  | | *# pen lifts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (for examiner use only)* | | | | | | | | |
|  |  | |  | | *# cues given: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (for examiner use only)* | | | | | | | | |
|  |  | |  | |  | |  | | |  |  |  | |
|  |  | |  | |  | |  | | |  |  | NP030 | |

**WRAT-3 READING**

**Please look carefully at the words on this page. I’d like you to read them out loud, so I can hear you. Begin here** (point to the first word), **and go across the page and on to the next line and so on. Go slowly so I can keep up with you. Go ahead.**

**FIRST** ERROR only:

**Will you please say that one again?**

ANY THAT YOU CANNOT HEAR:

**Will you please say that again exactly as you just said it?**

**If the subject cannot read *five* words, have him/her read the letters at the top of the page.**

SCORING ERROR TYPES:

**For semantic errors, write out the incorrect word, e.g. “Hershey” for hearsay.”**

**For wrong accent errors, circle the syllable that was accented incorrectly.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Test** *(WRAT 3rd Edition)* | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | |  |
| Discontinue Rule: Ten (10) consecutive failures | | | | | | | | | | | | | |
| *Circle “0” for incorrect response and indicate error types (2=phonemic, 3=semantic, 4=wrong accent error); “1” for correct responses; “8” if test was discontinued.* | | | | | | **A B O S E R T H U P I V Z J Q** (15)  *If letters are administered, put score to right; else leave blank.* \_\_\_\_ \_\_\_\_ | | | | | | | |
|  | correct | incorrect | error type | no guess | d/c’d |  | | correct | incorrect | error type | no guess | d/c’d | |
| 1 **in** | **1** | 0 | 2 3 4 | 6 | n/a | **22 bibliography** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| In | bib-li-**og**-ră-fee | |
| 2 **cat** | **1** | 0 | 2 3 4 | 6 | n/a | **23 horizon** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| kat | hŏ-**rī**-zŏn | |
| 3 **book** | **1** | 0 | 2 3 4 | 6 | n/a | **24 municipal** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| buuk | myoo-**nis**-ĭ-păl | |
| 4 **tree** | **1** | 0 | 2 3 4 | 6 | n/a | **25 unanimous** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| tree | yoo-**nan**-ĭ-mŭs | |
| 5 **how** | **1** | 0 | 2 3 4 | 6 | n/a | **26 benign** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| **(h**ow) | (bi-**nīn)** | |
| 6 **animal** | **1** | 0 | 2 3 4 | 6 | n/a | 27 **discretionary** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| **an**-ĭ-măl | di-**skresh**-ŏ-ner-ee | |
| 7 **even** | **1** | 0 | 2 3 4 | 6 | n/a | **28 stratagem** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| **ee**-vĕn | **strat**-ă-jĕm | |
| 8 **spell** | **1** | 0 | 2 3 4 | 6 | n/a | **29 seismograph** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| spel | **sīz**-mŏ-graf | |
| 9 **finger** | **1** | 0 | 2 3 4 | 6 | n/a | **30 heresy** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| **fing**-gĕr | **her**-ĕ-see | |
| 10 **size** | **1** | 0 | 2 3 4 | 6 | n/a | **31 itinerary** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| sīz | ī-**tin**-ĕ-rer-ee | |
| 11 **felt** | **1** | 0 | 2 3 4 | 6 | 8 | **32 usurp** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| felt | yoo-**surp**, -**zurp** | |
| 12 **split** | **1** | 0 | 2 3 4 | 6 | 8 | **33 irascible** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| split | i-**ras**-ĭ-bĕl | |
| 13 **lame** | **1** | 0 | 2 3 4 | 6 | 8 | **34 pseudonym** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| laym | **soo**-dŏ-nim | |
| 14 **stretch** | **1** | 0 | 2 3 4 | 6 | 8 | **35 oligarchy** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| strech | **ol**-ĭ-gahr-kee | |
| 15 **bulk** | **1** | 0 | 2 3 4 | 6 | 8 | **36 covetousness** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| bulk | **kuv**-ĕ-tŭs-nes | |
| 16 **abuse** | **1** | 0 | 2 3 4 | 6 | 8 | **37 heinous** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| ă-**byoos**, -**byooz** | **hay**-nŭs | |
| 17 **contemporary** | **1** | 0 | 2 3 4 | 6 | 8 | **38 egregious** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| kŏn-**tem**-pŏ-rer-ee | î-**gree**-jŭs | |
| 18 **collapse** | **1** | 0 | 2 3 4 | 6 | 8 | **39 omniscient** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| kŏ-**laps** | om-**nish**-ĕnt | |
| 19 **contagious** | **1** | 0 | 2 3 4 | 6 | 8 | **40 assuage** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| kŏn-**tay**-jŭs | ă-**swayj** | |
| 20 **triumph** | **1** | 0 | 2 3 4 | 6 | 8 | **41 disingenuous** | | **1** | 0 | 2 3 4 | 6 | 8 | |
| **trī**-ŭmf | dis-in-**jen**-yoo-ŭs | |
| 21 **alcove**  **al**-kohv | **1** | 0 | 2 3 4 | 6 | 8 | **42 terpsichorean**  turp-sĭ-kŏ-**ree**-ăn | | **1** | 0 | 2 3 4 | 6 | 8 | |
| NP031 | | | | | | | | | | | | | |

**FINGER TAPPING**

**This is a test of your finger tapping speed. We are going to do several trials with each hand, always using your index--or pointer--finger. Let me show you, first.**

[demonstrate how to use the tapper correctly]

**You need to keep all the *rest* of your fingers on the board like this. Make sure you go all the way up and all the way down, or the counter will not register your taps, see?** [demonstrate that the taps do not register]

|  |  |  |
| --- | --- | --- |
| **Finger Tapping Test** | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) |  |
| **Discontinue rule:** Five (5) trials within 5 taps of each other; or, 10 trials if criterion is not met. | | |
| Discontinue rule applies separately for right and left hands. For any trials not administered, leave data box blank   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Right Hand** | |  | **Left Hand** | | | **Trial** | **# of Taps** |  | **Trial** | **# of Taps** | | **1** |  |  | **1** |  | | **2** |  |  | **2** |  | | **3** |  |  | **3** |  | | **4** |  |  | **4** |  | | **5** |  |  | **5** |  | | **6** |  |  | **6** |  | | **7** |  |  | **7** |  | | **8** |  |  | **8** |  | | **9** |  |  | **9** |  | | **10** |  |  | **10** |  | |  |  |  |  |  | | Comments: **(Will NOT be keyed; transfer comments that should be keyed to Factors Affecting Testing page in the back of the battery.)** | | | | | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  | NP032 |   NP032 | | |

BLOCK DESIGN (WAIS)

## NOTE: For Designs 1 to 6, the blocks should be placed on the table with two solid red blocks, one solid white block, and one ½ red ½ white block facing up.

## For Design 7, the blocks should be placed on the table for the participant so that there are three all red blocks, three all white blocks, and three ½ red ½ white blocks.

## Design #1:

## You see these blocks. They are all alike. On some sides they are all red; on some, all white; and on some, half red and half white. I’m going to put them together to make a design. Watch me. Arrange the four blocks slowly. Do not expose the card. Leave model intact. Give four other blocks to the participant and say, Now make one just like this.

If the participant fails: pick up the participant’s blocks, leaving the examiner’s intact, and say, Watch me again. Demonstrate a second time, then mix them up, still leaving the examiner’s model intact, and say, Now you try it and be sure to make it just like mine. Regardless of success or failure, move on to the next design.

If the participant is trying to copy the sides as well as the tops, say, You only need to copy the top of the blocks.

Design #3 (Second one administered):

Now make one like this. Tell me when you have finished.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Block Design (WAIS)** | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | |  |
| DISCONTINUE: If both 1 & 3 are incorrect, OR after three consecutive failures | | | | | | | | | |
| **DESIGN 1** | |  |  |  | |  |  |  | |
| Time | | Correct? | | | | Score | | | |
| \_\_\_ : \_\_\_ \_\_\_ | | No  0 | Yes, in overtime  1 | Yes, in time  (1 min)  **2** | | Fail  0 | Pass Trial 2  (2nd 1 min)  2 | Pass Trial 1  (1 min)  **4** | |
|  |  |  |  |  | |  |  |  | |
|  |  | Broken Configuration? | | | | Incorrect due to only one block in error (i.e. inattention error) | | | |
|  |  |  | No  **0** | Yes  1 | | No  0 | Yes  1 | **No Error**  **2** | |
|  |  |  |  |  | |  |  |  | |
| **DESIGN 3** | |  |  |  | |  |  |  | |
| Time | | Correct? | | | | Score | | | |
| \_\_\_ : \_\_\_ \_\_\_ | | No  0 | Yes, in overtime  1 | Yes, in time  (1 min)  **2** | | Fail  0 | Pass  **4** |  | |
|  |  |  |  |  | |  |  |  | |
|  |  | Broken Configuration? | | | | Incorrect due to only one block in error (i.e. inattention error) | | | |
|  |  |  | No  **0** | Yes  1 | | No  0 | Yes  1 | **No Error**  **2** | |
|  |  |  |  |  | |  |  |  | |
|  |  |  |  |  | |  |  | NP035 | |

BLOCK DESIGN (WAIS) - *continued*

*Designs 4 & 5*

Now make one like this. Tell me when you have finished.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Block Design (WAIS)** | | | | | | | |
| **DESIGN 4** | |  |  |  |  |  |  |
| Time | | Correct? | | | Score | | |
| \_\_\_ : \_\_\_ \_\_\_ | | No  0 | Yes, in overtime  1 | Yes, in time  (1 min)  **2** | Fail  0 | Pass  **4** | D/c’d  8 |
|  |  |  |  |  |  |  |  |
|  |  | Broken Configuration? | | | Incorrect due to only one block in error (i.e. inattention error) | | |
|  |  |  | No  **0** | Yes  1 | No  0 | Yes  1 | **No Error**  **2** |
|  |  |  |  |  |  |  |  |
| **DESIGN 5** | |  |  |  |  |  |  |
| Time | | Correct? | | | Score | | |
| \_\_\_ : \_\_\_ \_\_\_ | | No  0 | Yes, in overtime  1 | Yes, in time  (1 min)  **2** | Fail  0 | Pass  **4** | D/c’d  8 |
|  |  |  |  |  |  |  |  |
|  |  | Broken Configuration? | | | Incorrect due to only one block in error (i.e. inattention error) | | |
|  |  |  | No  **0** | Yes  1 | No  0 | Yes  1 | **No Error**  **2** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | NP036 |

BLOCK DESIGN (WAIS) - *continued*

*Design #6*

Now make one like this. Tell me when you have finished.

***Design #7***

**Now make one like this, using nine blocks. Be sure to tell me when you have finished.**

*\*Remember to present 3 red blocks, 3 white blocks, and 3 ½ red ½ white blocks.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Block Design (WAIS)** | | | | | | | | | | | |
| **DESIGN 6** | |  |  |  |  | |  | | |  | |
| Time | | Correct? | | | Score | | | | | | |
| \_\_\_ : \_\_\_ \_\_\_ | | No  0 | Yes, in overtime  1 | Yes, in time  (1 min)  **2** | Fail  0 | | Pass  **4** | | | D/c’d  8 | |
|  |  |  |  |  |  | |  | | |  | |
|  |  | Broken Configuration? | | | Incorrect due to only one block in error (i.e. inattention error) | | | | | | |
|  |  |  | No  **0** | Yes  1 | No  0 | | Yes  1 | | | **No Error**  **2** | |
|  |  |  |  |  |  | |  | | |  | |
| **DESIGN 7** | |  |  |  |  | |  | | |  | |
| Time | | Correct? | | | Score | | | | | | |
| \_\_\_ : \_\_\_ \_\_\_ | | No  0 | Yes, in overtime  1 | Yes, in time  (1:30 min)  **2** | Fail  0 | 41s-1:30  **4** | | 31-40s  **5** | 1-30s  **6** | | D/c’d  8 |
|  |  |  |  |  |  | |  | | |  | |
|  |  | Broken Configuration? | | | Incorrect due to only one block in error (i.e. inattention error) | | | | | | |
|  |  |  | No  **0** | Yes  1 | No  0 | | Yes  1 | | | **No Error 2** | |
|  |  |  |  |  |  | |  | | |  | |
|  |  |  |  |  |  | |  | | | NP037 | |

INFORMATION (WAIS-R)

**Now I’m going to ask you some general questions.**

READ EACH QUESTION EXACTLY AS STATED. IF THE RESPONSE TO A QUESTION IS INCOMPLETE OR NOT CLEAR, YOU MAY SAY, **Explain what you mean** OR **Tell me more about it**, BUT DO NOT ASK LEADING QUESTIONS OR SPELL THE WORDS. DO NOT ALTER THE WORDING OF ANY QUESTION.

***NOTE THE FOLLOWING:***

1. *WHERE DOES THE SUN RISE*? IF THE SUBJECT POINTS, SAY, “**YES, BUT WHAT DIRECTION IS THAT?”**
2. *NAME 4 MEN WHO HAVE BEEN PRESIDENT SINCE 1950.* IF SUBJECT GIVES MORE THAN 4 RESPONSES, AND AT LEAST ONE IS WRONG, AS HIM/HER TO CHOOSE JUST 4 AS HIS/HER FINAL ANSWER.
3. *WHO WAS LOUIS ARMSTRONG?* IF SUBJECT GIVES SOME OTHER CORRECT ANSWER SUCH AS “SATCHMO,” SAY, “**BUT WHAT IS HE MOST FAMOUS FOR?**

14) *WHO WAS AMELIA EARHART?* ACCEPT “FIRST WOMAN PILOT” AS CORRECT

15) *WHY ARE DARK CLOTHES WARMER THAN LIGHT-COLORED CLOTHES?*DO NOT GIVE CREDIT FOR RESPONSE THAT DARK CLOTHES “HOLD,” “ATTRACT,” OR “DRAW” HEAT.

17) *WHO WAS MARTIN LUTHER KING?*IF THE SUBJECT GIVES SOME OTHER CORRECT ANSWER SUCH AS “MINISTER” OR “BLACK LEADER,” SAY, “**BUT WHAT WAS HE FAMOUS FOR?”**

21) *HOW DOES YEAST CAUSE DOUGH TO RISE?* DO NOT GIVE CREDIT FOR “CHEMICAL REACTION.”

24) *NAME THREE KINDS OF BLOOD VESSELS IN THE HUMAN BODY.* NAMES OF SPECIFIC VESSELS ARE NOT ACCEPTABLE, BUT GIVE CREDIT FOR VENULES AND ARTERIOLES.

25) *AT WHAT TEMPERATURE DOES WATER BOIL?* IF SCALE IS NOT SPECIFIED, SAY, “**WHAT SCALE?**”

26) *WHO WAS MARIE CURIE?* DO NOT GIVE CREDIT FOR “DISCOVERER OF RADIATION”.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Information (WAIS-R)** | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | |  |
| **Discontinue: 5 consecutive incorrect/no guess answers** | | | | | | | |
| After marking the 5th “0,” circle the “8” in the “d/c’d” column for the next item and draw a line down through the remaining 8s to indicate they were not administered. ***Record responses verbatim and score according to the Scoring Manual.*** | | | | | | | |
| **Question** | **Response** | | **Incorrect** | **Correct** | **No guess** | **d/c’d** | |
| 1. **What are the colors in the American flag?** | Red, white, blue | | 0 | **1** | 6 | X | |
| 1. **What is the shape of a ball?** | Round | | 0 | **1** | 6 | X | |
| 1. **How many months are there in a year?** | 12 | | 0 | **1** | 6 | X | |
| 1. **What is a thermometer?** | Measures temp | | 0 | **1** | 6 | X | |
| 1. **Where does the sun rise?** | east | | 0 | **1** | 6 | X | |
| 1. **Name four men who have been president of the United States since 1950** | Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush, Clinton, G.W. Bush, Obama | | 0 | **1** | 6 | 8 | |
| **NOTE 🡪 if EITHER 5 OR 6 is incorrect, administer items 1-4** | | |  |  |  |  | |
| 1. **How many weeks are there in a year?** | 52 | | 0 | **1** | 6 | 8 | |
| 1. **Who was Louis Armstrong?** | Jazz musician | | 0 | **1** | 6 | 8 | |
| 1. **In what direction would you travel if you went from Chicago to Panama?** | South/southeast/southwest | | 0 | **1** | 6 | 8 | |
| **10. In what month is labor day?** | Sept | | 0 | **1** | 6 | 8 | |
| **11. On what continent is Brazil?** | South America | | 0 | **1** | 6 | 8 | |
| **12. Who wrote Hamlet?** | Shakespeare | | 0 | **1** | 6 | 8 | |
| **13. Who was President of the United States during the Civil War?** | Lincoln | | 0 | **1** | 6 | 8 | |
| **14. Who was Amelia Earhart?** | Pilot | | 0 | **1** | 6 | 8 | |
|  |  | |  |  |  |  | |
|  |  | | NP038 | | | | |

|  |  |
| --- | --- |
| INFORMATION SCORING | |
|  | |
| Question | Acceptable Responses |
| 1. Colors of flag | Red, white blue |
| 2. Shape of ball | Round, sphere, spherical, circular (if circular gesture is given) |
| 3. Months in year | 12 |
| 4. Thermometer | Instrument (thing, etc.) for measuring temperature (degrees, Fahrenheit, etc.), it takes temperature, it measures heat and cold, it measures the heat inside your body |
| 5. Sun rise | In the East. East to West. (If the subject points, say, “Yes, but what direction is that?”) |
| 6. Four presidents since 1950 | Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush, Clinton, Bush |
| 7. Weeks in year | 52 |
| 8. Louis Armstrong | Musician, trumpet player, singer, entertainer, band leader. (If subject gives some other correct answer such as “Satchmo,” say, “But what is he most famous for?) |
| 9. Chicago to Panama | South, southeast, southwest |
| 10. Labor day month | September |
| 11. Continent of Brazil | South America |
| 12. Hamlet | William Shakespeare, Shakespeare |
| 13. President during Civil War | Abraham Lincoln, Lincoln |
| 14. Amelia Earhart | Aviator, flyer, pilot (Accept “first woman pilot” as correct) |
| 15. Dark clothes warmer | Dark clothes absorb heat from the sun, light clothes reflect (repel) heat from the sun. (Do NOT give credit for response that dark clothes “hold,” “attract,” or “draw” heat.) |
| 16. Capital of Italy | Rome |
| 17. Martin Luther King | Civil right leader, worker for poor people, helped blacks stand up for their rights, A minister (pastor, preacher) who believed in nonviolence, a preacher who believed in all colors (equality for everyone), black preacher who fought to end segregation, he gave the “I have a dream” speech, Nobel Peace Prize winner (If the subject gives some other correct answer such as “Minister” or “Black leader,” say, “But what was he famous for?”) |
| 18. Theme of Genesis | Creation, beginning of the world (humanity, life, man), early Hebrew history, Adam and Eve |
| 19. Continent of Sahara Desert | Africa, African continent |
| 20. Theory of relativity | Albert Einstein, Einstein |
| 21. Yeast | It causes fermentation which produces carbon dioxide bubbles and makes the dough swell, gases are formed, it ferments, it expands, it forms air bubbles, bacterial action. (Do NOT give credit for “Chemical reaction.”) |
| 22. Senators in US Senate | 100 |
| 23. Paris to New York | Any answer between 3000 and 4000 miles (or between 4800 and 6500 kilometers) |
| 24. Three kinds of blood vessels | Arteries, veins, and capillaries (Names of specific vessels are not acceptable, but give credit for venules and arterioles.) |
| 25. Water boil | 212°F, 100°C, 373K (If scale is not specified, say, “What scale?”) |
| 26. Marie Curie | Chemist, physicist, scientist, discoverer of radium, discovered radioactivity (Do NOT give credit for “Discoverer of radiation”). |
| 27. Population of US | 244 million to 366 million /// 305 million+- 20% (updated 3/09) |
| 28. Koran | Mohammedan scriptures, Mohammedan sacred writings, Mohammedan Bible (Moslem or Islamic in place of Mohammedan is acceptable.) |
| 29. Faust | Goethe (pronounced “GER-tah”), Gounod (\gü-ˈnō; ˈgü-ˌnō\) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Information (WAIS-R)** *(continued)* | | | | | |
|  | | | | | |
| **Question** | **Response** | **Incorrect** | **Correct** | **No guess** | **d/c’d** |
| **15. Why are dark clothes warmer than light colored clothes?** | Absorb heat from sun | 0 | **1** | 6 | 8 |
| **16. What is the capital of Italy?** | Rome | 0 | **1** | 6 | 8 |
| **17. Who was Martin Luther King?** | Civil rights leader | 0 | **1** | 6 | 8 |
| **18. What is the main theme of the book of Genesis?** | Creation | 0 | **1** | 6 | 8 |
| **19. On what continent is the Sahara Desert?** | Africa | 0 | **1** | 6 | 8 |
| **20. Whose name is usually associated with the theory of relativity?** | Einstein | 0 | **1** | 6 | 8 |
| **21. How does yeast cause dough to rise?** | fermentation | 0 | **1** | 6 | 8 |
| **22. How many senators are there in the United States Senate?** | 100 | 0 | **1** | 6 | 8 |
| **23. How far is it from Paris to New York?** | 3000 to 4000 miles | 0 | **1** | 6 | 8 |
| **24. Name three kinds of blood vessels in the human body?** | Arteries veins capillaries | 0 | **1** | 6 | 8 |
| **25. At what temperature does water boil?** | 212°F 100°C 373K | 0 | **1** | 6 | 8 |
| **26. What was Marie Curie famous for?** | radium | 0 | **1** | 6 | 8 |
| **27. What is the population of the United States?** | 252 M to 378 M | 0 | **1** | 6 | 8 |
| **28. What is the Koran?** | Mohammedan/Moslem/Islamic scriptures | 0 | **1** | 6 | 8 |
| **29. Who wrote Faust?** | Goethe / Gounod | 0 | **1** | 6 | 8 |
|  |  |  |  |  |  |
|  |  | NP039 | | | |

COOKIE THEFT

Here is a picture for you to look at. Write down everything that is happening in the picture. Please use complete sentences. Go ahead and tell me when you are finished.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Cookie Theft Writing Sample** | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | |  |
|  | |  | |  | |
| **Time to completion:**  (from “go ahead” to finish) in minutes and seconds | | \_\_\_ \_\_\_ : \_\_\_ \_\_\_ | |  | |
| **Type of writing:** | **0**  **No relevant writing**  *(If no relevant writing, leave rest of page blank)* | **1**  **Print** | **2**  **Cursive** | **3**  **Combined print and cursive** | |
| **Syntactic complexity of writing:** | NOTE: Do NOT consider the omission of “the” in reference to a character as an incomplete sentence; e.g. “Boy is reaching…” | **0**  **Incomplete**  **sentences** | **1**  **Syntactically simple sentences** | **2**  **Syntactically complex sentences** | |
|  | |  |  |  | |
| **Inclusion of major events** | | **Absent** | **Present** |  | |
| Woman (mother) washing/drying dishes | | **0** | **1** |  | |
| Woman (mother) daydreaming/not paying attention | | **0** | **1** |  | |
| Girl reaching/shushing (or other appropriate description | | **0** | **1** |  | |
| Sink overflowing | | **0** | **1** |  | |
| Stool tipping | | **0** | **1** |  | |
| Boy reaching (or appropriate substitute) | | **0** | **1** |  | |
|  | |  |  |  | |
| **Other notable findings** | | **Absent** | **Present** | **N/A** | |
| Unusual spatial clumping of words? | | **0** | **1** | **8** | |
| Incorrect use of capital letters? | | **0** | **1** | **8** | |
| Incorrect use of punctuation? | | **0** | **1** | **8** | |
| Rotated paper (to portrait orientation)? | | **0** | **1** | **8** | |
|  |  |  |  |  | |
|  |  |  |  | NP040 | |

# HOOPER VISUAL ORGANIZATION TEST

**This is a test of your ability to recognize pictures of objects when the pictures have been cut up and rearranged. Look at each picture and decide what it might be if it were put together. For example, look at the first picture.** [*present item 1.*] **What would it be if it were put together?**

If correct: **That’s right, it’s a fish.**

If incorrect: **The correct answer is “fish.”** *(POINT AS YOU GO ALONG)*

**You see here is the head, the fins, and the tail.**

**If it were put together correctly, it would be a fish.**

Whether correct or incorrect:

**Now do the other pictures in the same way. Toward the end they become rather hard. Try to give an answer even if you are not sure of it.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Hooper Visual Organization Test** | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | |  |
| RESPONSE: Record verbatim the participant’s response.  SCORE: Circle the appropriate score for each response.  ERROR TYPE: Place a “1” in the appropriate error type column if an error was made by the pt; else leave blank. | | | | | | | | | | | |
| **RESPONSE** | **SCORE** | | | | **ERROR TYPE** | | | | | | |
|  | **Incorrect** | **.5 pt** | **Correct** | **No Guess** | **Isolate** | | **Percept.** | **Psv.** | **LOS** | **Other** | |
| 1. **Fish** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Saw** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Table/Bench** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Airplane** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Baseball/ball** | 0 | football  0.5 | **1** | 6 |  | |  |  |  |  | |
| 1. **Hammer** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Dog/Sheep** | 0 | animal  0.5 | **1** | 6 |  | |  |  |  |  | |
| 1. **Truck** | 0 | auto, car  0.5 | **1** | 6 |  | |  |  |  |  | |
| 1. **Cup** | 0 | vase, jar  0.5 | **1** | 6 |  | |  |  |  |  | |
| 1. **Hand** | 0 | glove  0.5 | **1** | 6 |  | |  |  |  |  | |
| 1. **Apple, Peach, etc.** | 0 | fruit  0.5 | **1** | 6 |  | |  |  |  |  | |
| 1. **Basket** | (e.g. net)  0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Scissors** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Cane, Hockey stick** | (e.g. pencil)  0 | n/a | **1** | 6 |  | |  |  |  |  | |
| 1. **Sailboat, boat** | 0 | n/a | **1** | 6 |  | |  |  |  |  | |
|  |  |  |  |  |  | |  |  |  |  | |
|  |  |  |  |  |  | |  |  |  | NP033 | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Hooper Visual Organization Test** *(continued)* | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |
| **RESPONSE** | **SCORE** | | | | **ERROR TYPE** | | | | |
|  | **Incorrect** | **.5 pt** | **Correct** | **No Guess** | **Isolate** | **Percept.** | **Psv.** | **LOS** | **Other** |
| 1. **Teakettle** | 0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Chair** | 0 | sofa  0.5 | **1** | 6 |  |  |  |  |  |
| 1. **Candle** | 0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Teapot, Cream Pitcher** | 0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Cat** | 0 | animal  0.5 | **1** | 6 |  |  |  |  |  |
| 1. **Flower, Pansy, etc.** | (e.g. tree, island)  0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Mouse, Guinea Pig, etc.** | 0 | animal  0.5 | **1** | 6 |  |  |  |  |  |
| 1. **Book** | 0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Rabbit** | 0 | animal  0.5 | **1** | 6 |  |  |  |  |  |
| 1. **Block** | 0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Lighthouse** | 0 | tower/  castle  0.5 | **1** | 6 |  |  |  |  |  |
| 1. **Shoe** | (e.g. iron)  0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Key** | 0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Ring** | (e.g. lock)  0 | n/a | **1** | 6 |  |  |  |  |  |
| 1. **Broom** | (e.g. mop)  0 | n/a | **1** | 6 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | NP034 |

DIGIT SYMBOL-CODING

**Example:**

<Point to the key at the top of the page >

**Look at these boxes. Each box has a number in the top part** <point across the numbers from 1 to 9> **and a special mark in the bottom part** <point across the symbols> **Each number has its own mark.**

<*Point to 1 and its mark in the key, then 2 and its mark. Then point to the seven squares located to the left of the heavy black line>*

**Down here, the boxes have numbers in the top parts but are empty in the bottom parts. You are to draw the marks that belong in the empty boxes, like this.** <*Point to the first Sample Item, then point back to the key to show its corresponding mark>*

**Here is a 6; the 6 has this mark. So I put it in this empty square, like this**.

<*write in the symbol, point to the second sample item>*

*<REPEAT FOR EXAMPLES 1 to 3>*

**Sample:**

**Now you do these. Stop when you get to this line. <point to the heavy line>**

NOTE: If the participant makes an error on any of the Sample Items, correct the error immediately and review use of the key. Continue to provide help if needed**. DO NOT PROCEED** until the participant clearly understands the task**.**

**Test:**

**Begin here and fill in as many squares as you can, one after the other without skipping any. Keep working until I tell you to stop. Work as quickly as you can without making any mistakes. When you finish this line** *<point to first row>* **go on to this one.** *<Point to first square in second row>*

**Go ahead.** *<begin timing>*

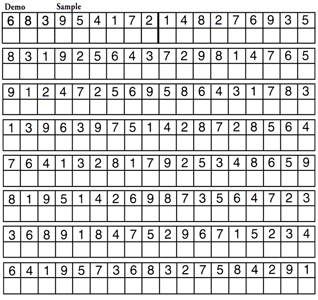
*If participant omits an item or starts to do only one type:*

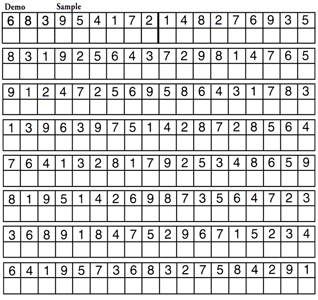
**Do them in order. Don’t skip any. <***point to omitted item>* **do this one next**

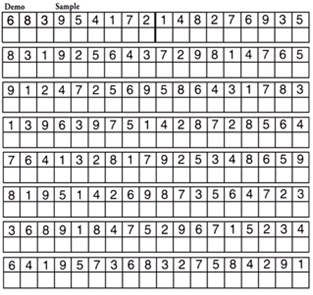
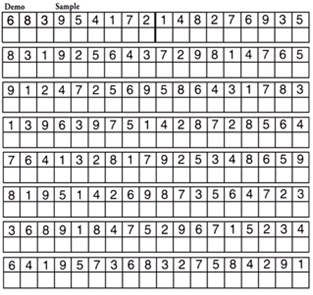
*Provide no further assistance except to remind the participant to continue until instructed to stop.*

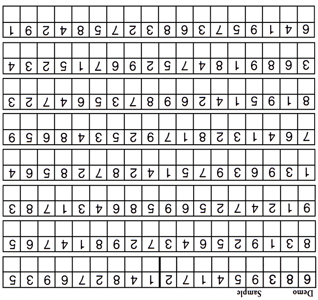
*After 120 seconds (2 minutes) say* ***STOP.***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Digit Symbol: Coding (WAIS-IV)** | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | |  |
| Discontinue at 2:00 minutes (120 seconds)  or at the completion of 3 rows (45 squares), whichever is *longer* | | | | | | | | | | | | | |
| Total time to complete task (min:sec) | | | | | | \_\_\_ \_\_\_ : \_\_\_ \_\_\_ | | | | |  | | |
| **Number of squares completed by the end of each time range** (cumulative) | | | | | | | | | | | | | |
|  | |  | |  | |  |  | |  |  |  |  | |
|  | | 00:00-00:15 | | 00:16-00:30 | | 00:31-00:45 | 00:46-1:00 | | 1:01-1:15 | 1:16-1:30 | 1:31-1:45 | 1:46-2:00 | |
| Total number CORRECT: | |  | |  | |  |  | |  |  |  |  | |
| Total number INCORRECT: | |  | |  | |  |  | |  |  |  |  | |
|  | |  | | | |  | | |  | |  | | |
| **Qualitative Observations** (frequency across first two minutes) | | | | | | | | | | | | | |
| **Error** | | **Frequency** | | | | **Self Corrections** | | | | | **Frequency** | | |
| Wrong Mark:  *another mark in code* | |  | | | | Result is correct | | | | |  | | |
| Wrong Mark (Total):  *confabulation* | |  | | | | Result is incorrect | | | | |  | | |
|  | “A” |  |  | |  |  | | | | |  | | |
| Skipped item: | |  | | | |  | | |  | |  | | |
| Number instead of mark: | |  | | | |  | | |  | |  | | |
| Poorly formed mark: | |  | | | |  | | |  | |  | | |
| Rotation (Total): | |  | | | |  | | |  | |  | | |
|  | “U” |  |  | |  |  | | |  | |  | | |
|  | “L” |  |  | |  |  | | |  | |  | | |
|  | “V” |  |  | |  |  | | |  | |  | | |
|  | “=” |  |  | |  |  | | |  | |  | | |
|  | “T” |  |  | |  |  | | |  | |  | | |
|  | |  | | | |  | | |  | |  | | |
|  | |  | | | |  | | |  | |  | | |
|  | |  | | | |  | | |  | | NP040A | | |









DIGIT SYMBOL-INCIDENTAL LEARNING

(Pairing)

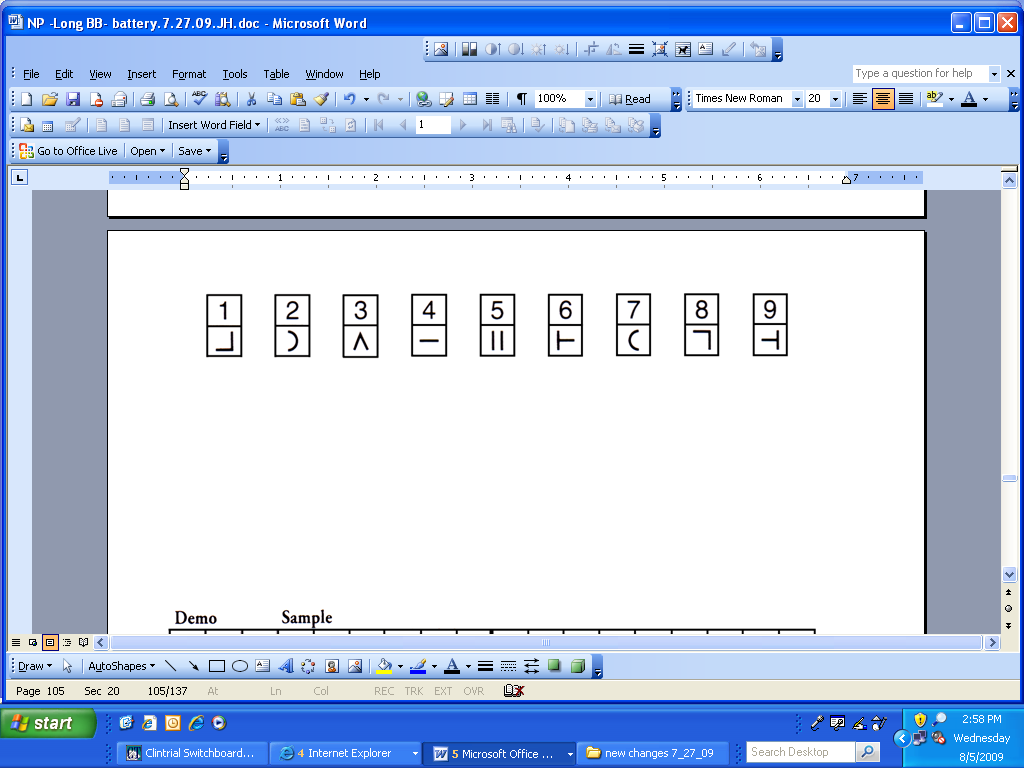
**Now I want you to fill in all of the marks you can remember that go with these numbers, in any order. Tell me when you’re finished.**

*<cover Pairing items by folding over paper>*

(Free Recall)

**In this area <point> I’d like you to write down all of the marks you can remember, in any order. Tell me when you have finished.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Digit Symbol: Incidental Learning** (Paired) | | | | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | | | |  |
| Total Number of correct pairs for each Code Numeral (range = 0 to 2) | | | | | | | | | | | | | | | | | | | | | | |
| Numeral “1” | **0** | | **1** | | **2** | Numeral “4” | | | **0** | | **1** | | | | **2** | Numeral “7” | **0** | **1** | | | **2** | |
| Numeral “2” | **0** | | **1** | | **2** | Numeral “5” | | | **0** | | **1** | | | | **2** | Numeral “8” | **0** | **1** | | | **2** | |
| Numeral “3” | **0** | | **1** | | **2** | Numeral “6” | | | **0** | | **1** | | | | **2** | Numeral “9” | **0** | **1** | | | **2** | |
| Total Number of incorrect marks (range = 0 to 18): | | | | | | | | ***another mark in code*** | | | | | ***rotation of correct mark*** | | | | | |  | | | |
| ***not rotation of correct mark*** | | | | | |  | | | |
| ***confabulated***  (NOT another mark in code) | | | | | ***rotation of mark in code*** | | | | | |  | | | |
| ***novel mark*** | | | | | |  | | | |
|  | | Total Number ***left blank*** (range = 0 to 18): | | | | | | | | | | | | | | | | |  | | | |
| *Correct pairs + Incorrect marks + Left blank* ***must equal 18.*** | | | | | | | | | | | | | | | | | | |  | | | |
| Which of these errors were made on IL-Paired? *(circle)* | | | | | | | | | | none “U” “L” “V” “A” “=” “T” | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |  | | | |
| **Digit Symbol: Incidental Learning** (Free Recall) | | | | | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | | | |  |
| Presence/Absence of ***symbols*** associated with each numeral (0 = missing; 1 = present) | | | | | | | | | | | | | | | | | | | | | | |
|  | **0**  **Absent** | | | **1**  **Present** | | |  | | **0**  **Absent** | | | **1**  **Present** | | | |  | **0**  **Absent** | | | **1**  **Present** | | |
|  | **0**  **Absent** | | | **1**  **Present** | | |  | | **0**  **Absent** | | | **1**  **Present** | | | |  | **0**  **Absent** | | | **1**  **Present** | | |
|  | **0**  **Absent** | | | **1**  **Present** | | |  | | **0**  **Absent** | | | **1**  **Present** | | | |  | **0**  **Absent** | | | **1**  **Present** | | |
| Total Number of ***confabulated*** marks | | | | | | | | | | | | | | | | | | |  | | | |
| Total Number of ***rotated*** marks | | | | | | | | | | | | | | | | | | |  | | | |
| Total Number of ***repeated*** marks (within Free Recall Condition only) | | | | | | | | | | | | | | | | | | |  | | | |
| ***Total Number of marks drawn by participant*** | | | | | | | | | | | | | | | | | | |  | | | |
| *Present symbols + Confabulated marks + Rotated marks + Repeated marks* ***must equal*** *number of marks drawn by participant.* | | | | | | | | | | | | | | | | | | | | | | |
| Which of these errors were made on IL-Free Recall? *(circle)* | | | | | | | | | | none “U” “L” “V” “A” “=” “T” | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| NP040B | | | | | | | | | | | | | | | | | | | | | | |



CLOCK DRAWING:

NUMBER PLACEMENT ON PRE-DRAWN CIRCLE

**Make this circle into a clock by placing all the numbers where they belong.**

***(****If participant starts to use Roman Numerals, say****: Please use regular numbers****.)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Clock Drawing Test: Pre-drawn (Number Placement)** | | | | | | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | | | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Real Time Observations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Participant rotated paper while inserting numerals/numeral substitutes | | | | | | | | | | | **0=No** | | | | | 1=Yes | | | | | | | | | 8=N/A | | | |
| Anchor numerals or substitutes placed before any others  *(circle “1” for* ***all*** *that apply; see scoring manual for details)* | | | | None | | 12 position | 3 position | | | | | 6 position | | | 9 position | | | | | 8 = N/A | | | | | | 9 = unknown | | |
| **Numerals (If there are no numerals or numeral substitutes present, leave this section blank and skip ahead to “*Time Setting”)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurement of the most medially deviated number *(\*\*use templates)*  (if no deviation enter 0) NUMBER MEASURED, OR CLOCK LOCATION IF DUPLICATE NUMBER \_\_\_\_\_\_\_\_\_ | | | | | | | | | **\_\_\_\_\_\_\_ mm** | | | | | | | | | | | | | | |  | | | | | |
| Displacement of **anchor** (i.e., 12-3-6-9) numerals/numeral substitutes from correct hour position *(\*\*use templates)* If no displacement write “0” and “0.0” ANCHOR MEASURED: \_\_\_\_\_\_\_\_ | | | | | | | | | Number of 30 minute increments: **\_\_ \_\_. \_\_** | | | | | | | | | | | | | | |  | | | | | |
| Displacement of **non-anchor** numerals/numeral substitutes from correct hour position *(\*\*use templates)* If no displacement write “0” and “0.0” NON-ANCHOR MEASURED: \_\_\_\_\_\_\_\_ | | | | | | | | | Number of 30 minute increments: **\_\_ \_\_. \_\_** | | | | | | | | | | | | | | |  | | | | | |
| Numbers/substitutes are placed on or outside the outline | | **0**  **no** | | | 1  yes, at least one number/substitute, but not all | | | | | | | | 2  yes, all numbers/substitutes | | | | | | | | 8  n/a | | | | | | 9  unknown | | |
| Dots, words, symbols, or other marks *substituted for* one or more numerals | | | | | | | | | | | | | | **0 = No** | | | 1 = Yes | | | | | 8 = n/a | | | | | 9=unknown | | |
| Two 12’s are present | | | | | | | | | | | | | | **0 = No** | | | 1 = Yes | | | | | 8 = n/a | | | | | 9=unknown | | |
| Duplication of number(s) *(other than 12)* | | | | | | | | | | | | | | **0 = No** | | | 1 = Yes | | | | | 8 = n/a | | | | | 9=unknown | | |
| Omission of number(s) | | | | | | | | | | | | | | **0 = No** | | | 1 = Yes | | | | | 8 = n/a | | | | | 9=unknown | | |
| Sequencing error(s) present *(Note: This does NOT include counter-clockwise order (i.e., 1 in 11 position; 2 in 10 position, etc.), omission of number(s), or duplication of numbers(s).)* | | | | | | | | | | | | | | **0 = No** | | | 1 = Yes | | | | | 8 = n/a | | | | | 9=unknown | | |
| **Other Observations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other observations: (please describe below*) (e.g., numbers in counterclockwise order <i.e., ”1” in 11 position,*  *“2” in 10 position>; human hands drawn; smiley face; blatant difference in size of numerals; etc.)* | | | | | | | | | | | | | | | | | | | **No**  **0** | | | | Yes  1 | | | | | | |
| **Tester’s clinical assessment of clock drawing** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0  **Normal** | 1  Mild impairment | | 2  Moderate impairment | | | | | 3  Severe impairment | | | | | | | | | | 4  Cannot Determine | | | | | | | | | | | |
| **Describe Other Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | |  | | | | |  | | | | | | | | | | NP041 | | | | | | | | | | | |

CLOCK DRAWING:

TIME SETTING ON PRE-DRAWN CIRCLE WITH NUMBERS

**Here is a clock with the numbers already written in.**

**I would like you to draw hands on this clock and set the time to “20 after 7.”**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Clock Drawing Test: Pre-drawn (Time Setting)** | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | | |  |
|  |  |  | |  | |  |  |  | |
| **Time Setting** |  |  | |  | |  |  |  | |
| Is one hand correctly pointing to “7”?  *(If yes, go to One hand correctly points to “4.”)* | | | | | | 0  No | **1**  **Yes** |  | |
| ***If no***, is the “7” targeted correctly in some manner? *(See Scoring Manual for examples.)* | | | | | | 0  No | 1  Yes |
| Is one hand correctly pointing to “4”?  *(If yes, go to Number of hands.)* | | | | | | 0  No | **1**  **Yes** |
| ***If no***, is the “4” targeted correctly in some manner? *(See Scoring Manual for examples.)* | | | | | | 0  No | 1  Yes |
| One straight line is drawn connecting two numerals  *(If yes, record the target numbers.)* | |  | #: \_\_\_\_ | #: \_\_\_\_ | | **0**  **No** | 1  Yes |
| Number of hands | *(If NONE, leave rest of “Time Setting” blank; go to “Other Observations”)* |  | 0  None | 1  One | | **2**  **Two** | 3  Three | 4  Four or more | |
| Length of hour versus minute hands | | | | 0  Minute hand shorter | | 1  Equal | **2**  **Hour hand shorter** | 8  N/A | |
| Two hands are present AND they essentially meet (i.e., there is a “center”)  *(If “no” go to Other Observations”; leave skipped items blank.)* | | | |  | | 0  No | **1**  **Yes** |  | |
| On the horizontal axis, the point of intersection of the hands is:  *deviation of the origin of hands from center, template 3, if not deviated enter 0 mm* | | | | **\_\_\_\_\_\_\_ mm** | | 0  Left | **1**  **Center** | 2  Right | |
| On the vertical axis, the point of intersection of the hands is:  *deviation of the origin of hands from center, template 3, if not deviated enter 0 mm* | | | | **\_\_\_\_\_\_\_ mm** | | 0  Down | **1**  **Center** | 2  Up | |
| **Other Observations** | | | |  | |  |  |  | |
| Extraneous marks in clock  *(e.g., bisecting, criss-crossing, or radiating line(s); tick marks NOT used as number place marks; etc.)* | | | |  | | **0**  **No** | 1  Yes |  | |
| Other observations *(please describe below)*:  *(e.g., are in counterclockwise order; neglect of an area; human hands drawn; blatant difference in size of numerals; etc.)* | | | |  | | **0**  **No** | 1  Yes |  | |
| **Tester’s clinical assessment of clock drawing** | | | |  | | |  | | |
| **0**  **Normal** | 1  Mild impairment | 2  Moderate impairment | | 3  Severe impairment | | | 4  Cannot determine | | |
| **Describe Other Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | |
|  |  |  | |  | | | NP042 | | |

**MATH FLUENCY**

**I want you to complete these equations <**hand paper to participant**>**

**Do them from LEFT <**point as you go> **to RIGHT, as fast as you can, without skipping any. When you have finished, move on to the next page.**

**Ready, GO <**begin timing**>**

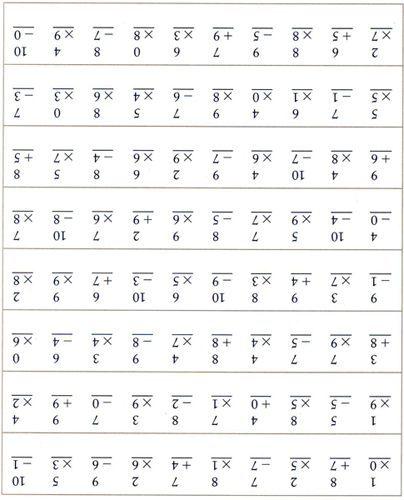
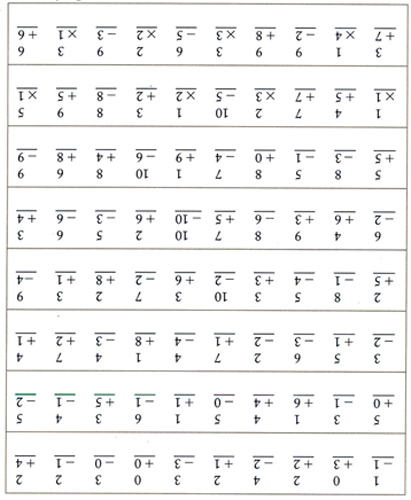
**Record time (in seconds) to completion.**

**After three minutes, stop timer and record time.**

If participant goes from RIGHT to LEFT or SKIPS a problem, remind him/her ONCE:

**“remember, do them from LEFT to RIGHT, as fast as you can, without skipping any.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math Fluency** | | | | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) | | |  |
| Total time to complete task (min:sec)  (must be < 3:00) | | | **\_\_\_\_ : \_\_\_\_ \_\_\_\_\_** | | | | | |
| **Cumulative frequencies by time interval** | | | | | | | | |
|  | **00:00-01:00** | | **1:01-2:00** | | | **2:01-3:00** | | |
| **Total Completed**  **(cumulative)** |  | |  | | |  | | |
| Total number **CORRECT** |  | |  | | |  | | |
| Total number **INCORRECT** (ADDITION) |  | |  | | |  | | |
| Total number **INCORRECT** (SUBSTRACTION) |  | |  | | |  | | |
| Total number **INCORRECT** (MULTIPLICATION) |  | |  | | |  | | |
| **Qualitative Observations (totals across full time range)** | | | | | | | | |
| **Errors** | | **Frequency** | | **Self Corrections** | | | **Frequency** | |
| Mis-read sign | |  | | Result is *correct* | | |  | |
| Calculation error (*Gross*) | |  | | Result is *incorrect* | | |  | |
| Calculation error (*1 number off*) | |  | |  | | | | |
| Omission (*skipped*) | |  | |  | | | | |
| Reversals | |  | |  | | | | |
| Perseveration *(e.g. 7-7=7)* | |  | |  | | | | |
|  | |  | | NP042A | | | | |

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**BALANCE TESTS**

**I’m going to ask you to stand in a few positions that involve some balance. I would like you to stand up and lift your leg up, balancing on your other leg, for as long as you can, like this, keeping your remaining foot flat on the ground <***demonstrate***>. If you would like to put your arms out to help you balance, that is fine, but be sure to keep your remaining foot flat on the ground. Hopping is not permitted.**

**Hold this position for as long as you can. I will ask you to stop after 30 seconds. Go ahead, and I will tell you when the time is up.** *<time participant for 30 seconds, or until s/he puts his/her foot down. Check the appropriate box indicating the foot lifted>*

**Good. Now do the same thing with the other leg. Again, I will tell you when the time is up. <***time participant for 30 seconds or until s/he puts the foot back down>.*

**Thank you. Now I’d like you to do the same thing, again with the first leg, but close your eyes. As soon as you open your eyes or put your foot back on the ground, I will have to stop the time, so please do your best to keep your eyes closed.**

**Note: Participant may begin the test with either leg. It is acceptable for the participant to use his/her hands to keep steady. The leg may be held at any height, and timing must stop when the lifted foot touches the ground.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Balance Tests** | | Check here if test NOT completed  (record reason in *Factors Affecting Testing* section) |  |
| Allow participant to stand for 30 seconds or until participant  places leg down/opens eyes, whichever is *shorter*. | | | |
|  | | | |
| Balance on **Right Leg (eyes open):**  (maximum time = 0:30) | **\_\_\_\_ \_\_\_\_ seconds** | | |
| Balance on **Left Leg (eyes open):**  (maximum time = 0:30) | **\_\_\_\_ \_\_\_\_ seconds** | | |
| Balance on **Right Leg (eyes closed):**  (maximum time = 0:30) | **\_\_\_\_ \_\_\_\_ seconds** | | |
| Balance on **Left Leg (eyes closed):**  (maximum time = 0:30) | **\_\_\_\_ \_\_\_\_ seconds** | | |
|  | | | |
| Circle to indicate which leg was **balanced on** (foot on floor) first: | | | |
| **Right 1** | **Left 2** | | |
|  |  | | |
|  | NP042B | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary** | | | | |
| **How much time did testing take from beginning to end?** | | | \_\_\_\_ : \_\_\_\_ \_\_\_\_ (hr : min) | |
| **Behavioral Observations** *(required):*  <key text> | | | | |
| **Examiner believes the participant is:** | **0**  = Not Demented  **0.25** = Not Demented/MCI  **0.5** = MCI  **1**  = Mildly Demented | **1.5** = Mild – Moderate  **2**  = Moderately Demented  **2.5** = Moderate – Severe  **3**  = Severely Demented | | **4**  = Cannot Determine  *(****If 4****, describe reason)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **5** = CIND/Non- prog imp  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Consent Status (circle one):**   1. Fully competent to give own consent 2. May have some impairment of capacity to give informed consent (person scheduling participant or obtaining consent to use extra caution to ensure s/he understands). 3. Likely to require consent by substituted judgment as well as own informed consent 4. Incompetent to give informed consent OR has legally appointed guardian (needs consent by substituted judgment) 5. Referred for assessment of competence to provide consent; status could not be determined | | | | |
| Scored by \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (initials) (ID #) (date) | | | | |
| First Keying by \_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_  (initials) (date) | | Second Keying by \_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_  (initials) (date) | | |
| **First keyer comments:** | | **Second keyer comments:** | | |
|  | | NP043 | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Factors Affecting Testing, Notable Findings, Second Tester** | | | | | | | |  | | Check here if there is no need to complete this section | | |
|  |  | | | **CODES** | | |  | | | |  | |
| 1 = poor hearing  2 = poor vision  3 = difficulty establishing set  4 = English not native language  5 = physical limitation (describe)  6 = unresponsive to task | 7 = fatigue  8 = unable to write  9 = refused  10 = frustration  11 = experimenter error  12 = insufficient time | | | 13 = poor effort  14 = disinterest/boredom  15 = depression  16 = anxiety  17 = environmental distraction (describe) | | | 18 = experimenter discretion (describe)  19 = other (describe)  20 = difficulty maintaining set  21 = alternative administration (describe) | | | | 22 = learning/attn. disability  23 = head injury  24 = administered on 2nd date of testing (note date)  25 = digital pen malfunction  26 = digital pen not used (describe) | |
| **Test** | **Reason Test NOT Completed**  *(choose most relevant codes; max=3)* | | | **Test WAS completed, but these factors may have affected performance**  *(choose most relevant codes; max=3)* | | | Notable  (Code = 1) | | **Comments** | | | 2nd Tester (ID#) |
| Logical Memory:  *Immediate* |  |  |  |  |  |  |  | |  | | |  |
| *Delayed* |  |  |  |  |  |  |  | |  | | |  |
| *Recognition* |  |  |  |  |  |  |  | |  | | |  |
| Visual Reproductions:  *Immediate* |  |  |  |  |  |  |  | |  | | |  |
| *Delayed* |  |  |  |  |  |  |  | |  | | |  |
| *Recognition* |  |  |  |  |  |  |  | |  | | |  |
| Paired Associates:  *Immediate* |  |  |  |  |  |  |  | |  | | |  |
| *Delayed* |  |  |  |  |  |  |  | |  | | |  |
| *Recognition* |  |  |  |  |  |  |  | |  | | |  |
| Digit Span Forward |  |  |  |  |  |  |  | |  | | |  |
| Digit Span Backward |  |  |  |  |  |  |  | |  | | |  |
| *“Notable” is a variable not intended for statistical analyses. It is intended to flag noteworthy performance on subtests that may then be used for training purposes (e.g. “classic” signs of dementia; unusual performance, etc.). This is a subjective assessment – it is merely an opportunity to flag striking productions.* | | | | | | | | | | | | |
|  |  | | |  | | |  | | | | NP044 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Factors Affecting Testing, Notable Findings, Second Tester** *(continued)* | | | | | | | | | | |
|  |  | | | **CODES** | | |  | |  | |
| 1 = poor hearing  2 = poor vision  3 = difficulty establishing set  4 = English not native language  5 = physical limitation (describe)  6 = unresponsive to task | 7 = fatigue  8 = unable to write  9 = refused  10 = frustration  11 = experimenter error  12 = insufficient time | | | 13 = poor effort  14 = disinterest/boredom  15 = depression  16 = anxiety  17 = environmental distraction (describe) | | | 18 = experimenter discretion (describe)  19 = other (describe)  20 = difficulty maintaining set  21 = alternative administration (describe) | | 22 = learning/attn. disability  23 = head injury  24 = administered on 2nd date of testing (note date)  25 = digital pen malfunction  26 = digital pen not used (describe) | |
| **Test** | **Reason Test NOT Completed**  *(choose most relevant codes; max=3)* | | | **Test WAS completed, but these factors may have affected performance**  *(choose most relevant codes; max=3)* | | | Notable  (Code = 1) | **Comments** | | 2nd Tester (ID#) |
| Similarities |  |  |  |  |  |  |  |  | |  |
| Free Clock: Command |  |  |  |  |  |  |  |  | |  |
| Free Clock: Copy |  |  |  |  |  |  |  |  | |  |
| Verbal Fluency (FAS) |  |  |  |  |  |  |  |  | |  |
| Verbal Fluency (Animals) |  |  |  |  |  |  |  |  | |  |
| Boston Naming Test |  |  |  |  |  |  |  |  | |  |
| Trails A |  |  |  |  |  |  |  |  | |  |
| Trails B |  |  |  |  |  |  |  |  | |  |
| WRAT-3 Reading |  |  |  |  |  |  |  |  | |  |
| Finger Tapping |  |  |  |  |  |  |  |  | |  |
| Hooper |  |  |  |  |  |  |  |  | |  |
| Block Design |  |  |  |  |  |  |  |  | |  |
|  |  | | |  | | |  | | NP045 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Factors Affecting Testing, Notable Findings, Second Tester** *(continued)* | | | | | | | | | | | |
|  |  | | | **CODES** | | |  | | |  | |
| 1 = poor hearing  2 = poor vision  3 = difficulty establishing set  4 = English not native language  5 = physical limitation (describe)  6 = unresponsive to task | 7 = fatigue  8 = unable to write  9 = refused  10 = frustration  11 = experimenter error  12 = insufficient time | | | 13 = poor effort  14 = disinterest/boredom  15 = depression  16 = anxiety  17 = environmental distraction (describe) | | | 18 = experimenter discretion (describe)  19 = other (describe)  20 = difficulty maintaining set  21 = alternative administration (describe) | | | 22 = learning/attn. disability  23 = head injury  24 = administered on 2nd date of testing (note date)  25 = digital pen malfunction  26 = digital pen not used (describe) | |
| **Test** | **Reason Test NOT Completed**  *(choose most relevant codes; max=3)* | | | **Test WAS completed, but these factors may have affected performance** | | | Notable  (Code = 1) | **Comments** | | | 2nd Tester (ID#) |
| Digit Symbol:  *Coding* |  |  |  |  |  |  |  |  | | |  |
| *Incidental Learning* |  |  |  |  |  |  |  |  | | |  |
| *Free Recall* |  |  |  |  |  |  |  |  | | |  |
| Information |  |  |  |  |  |  |  |  | | |  |
| Cookie Theft Writing Sample |  |  |  |  |  |  |  |  | | |  |
| Pre-drawn Clock:  *Numbers* |  |  |  |  |  |  |  |  | | |  |
| *Time Setting* |  |  |  |  |  |  |  |  | | |  |
| Math Fluency |  |  |  |  |  |  |  |  | | |  |
| Balance Tests |  |  |  |  |  |  |  |  | | |  |
| Factors affecting ENTIRE BATTERY | | | |  |  |  |  |  |  |  | |
| NOTABLE factors that do NOT appear to have affected testing | | | |  |  |  |  |  |  |  | |
|  |  | | |  | | |  | | | NP046 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Schedule Information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Participant ID #** | | | | | | | | | **«Id»** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Participant Name** | | | | | | | | | **«FName» «LName»** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Date of Testing** | | | | | | | | | «Edate» | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Study Membership**  ***(at time of exam)*** | | | **8 *or*  10 *or*  98** | | | | | | | **Dementia study: Cognitive Clinic** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **«E\_type»** | |
| **66 *or*  96** | | | | | | | **Dementia study: BB only** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **83 *or* 93** | | | | | | | **Dementia study: Original cohort, NOT Cognitive or BB** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **77** | | | | | | | **Stroke study** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **81 *or*  91** | | | | | | | **MRI study (*short battery*)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **87 *or* 97** | | | | | | | **Gen 3 MRI study** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **55** | | | | | | | **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Tester Initials and Number** | | | | | | | | | **Initials:** \_\_\_\_\_\_\_\_\_\_ **Number:** \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Was this test battery administered?** | | | | | 0  No | | | 1  Yes | | | | | | 2  Partial; participant expected to return soon to complete remaining tests | | | | | | | | | | 3  Partial; data expected to be temporary; participant will reschedule 6+ months for administration of full battery | | | | | | | | | 4  Partial; Participant returned to complete testing | | | | | | |
| **If not administered, circle reason:** | | | | | | | | | **Cancel** | | | | | | **No Show** | | | | | **severe dementia** | | | | | | | **Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | |
| **Was this testing tape recorded?** | | | | | | | | | 0  No | | | | | | | | | | 1  Yes | | | | | | | | | | 2  Partial | | | | | | | 8  N/A | | | |
| **Was dCDT completed?** | | | | | | | | | 0  No | | | | | | | | | | 1  Yes | | | | | | | | | | 2  Partial | | | | | | | 8  N/A | | | |
| **Was dNP completed?** | | | | | | | | | 0  No | | | | | | | | | | 1  Yes | | | | | | | | | | 2  Partial | | | | | | | 8  N/A | | | |
| **Is there any reason we should NOT recruit this participant for NP in the future?** | | | | | | | | | 0  No | | | | | | 1  Yes | | | | | **If Yes, explain reason here:** | | | | | | | | | | | | | | | | | | | |
| **Consent Status:** | | | | | | | | | 1 | | | | | | | 2 | | | | | | | 3 | | | | | | | | 4 | | | 5 | | | | | |
| competent | | | | | | | some impairment | | | | | | | substitute judgment | | | | | | | | incompetent | | | competence unknown | | | | | |
| **Dementia Status:** | | 9 | | | 0  Not Dem. | | | | | | | 0.25  Not Demented/ MCI | | | | | 0.5  Mild Cognitive Impairment | | | | | 1  Mildly Demented | | | | 1.5 | | | | 2  Moderately Demented | | 2.5 | | 3  Severely Dem. | | | | | 5  CIND  (Non-prog imp) |
| Cannot Determine *(explain)* | | |
| If dementia status cannot be determined, explain reason: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Refer to Cognitive Clinic?** | | | | | | | | | 0 | | | | | | | | | | | | 1 | | | | | | | | | | | 8 | | | | | | | |
| No | | | | | | | | | | | | Yes | | | | | | | | | | | N/A | | | | | | | |
| **Refer to Neurology?** | | | | | | | | | 0  No | | | | | | | | | | | | 1  Yes | | | | | | | | | | |  | | | | | | | |
| **MRI Scan report requested by participant?** | | | | | | | | | 0 = No | | | | | | | | | | | | | | | | | | | 1 = Yes | | | | | | | 8 = N/A | | | | |
| If yes, to whom should report be sent? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Exam Site:** | | | | **1** | | **2** | | | | | | | **3** | | | | | **4** | | | | | | | **5** | | | | | **6** | | | | | | | **7** | | |
| Clinic (FHS) | | Wellness Center | | | | | | | Boston University | | | | | Other | | | | | | | Home Visit | | | | | Nursing Home Visit | | | | | | | Hospital Visit | | |
| **Exam took place in Framingham, MA?** | | | | | | 0 = No | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 = Yes | | | | | |
|  | **If no, where did testing take place?**  **(city, state, zip code):** | | | | | | | | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_ \_\_\_,** \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |