

NACC UNIFORM DATA SET

Test Worksheets



For the T-cog Neuropsychological Battery (Form C2T)

*To be used with both the Telephone Initial Visit
and the Telephone Follow-up Visit packets*

UDS v3.0, March 2015

Telephone Follow-up Packet v3.2, June 2020

Telephone Initial Visit Packet v3.0, July 2020

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Recommendations for UDS v3.0 telephone-administered testing

- Examiners who use a telephone headset with built-in earphones and a microphone can remain hands-free for typing or writing. Voice clarity is better, too.
- Arrange a mutually agreeable time to conduct the testing with the participant. Make sure to let them know to reserve 1 hour for the call.
- When the examiner calls the participant, please re-introduce yourself and remind them where you are calling from and the purpose of the call. Confirm their identity with name and date of birth.
- Make it clear to the participant at the very beginning of the call what you will do if the call is interrupted. Typically, that is an immediate call-back by the examiner.
- Work with the participant to determine the best way to use their phone during testing. Options might include holding it, using the speaker phone or using earphones/ear buds with a built-in microphone. If the participant is hands-free, the risk of inadvertent disconnection by accidentally pressing cell phone buttons is less.
- Instruct the participant to position themselves close to the microphone at all times. If you cannot hear them clearly, instruct the participant to speak directly into the microphone. You may need to remind them throughout the call.
- For examiners who wish to record their session, using speaker phone is recommended so that both participant's and examiner's voices can be recorded.

Examiner's physical environment

- Examiner's environment should be quiet and free of distracting voices or sounds. This can be challenging. Posting signs on office doors that testing is under way and discussing noise-reduction strategies with officemates may be necessary.
- The examiner's space should be acoustically favorable. Large open rooms do not convey sound as well as closed-in areas.
- Having materials ready before testing reduces extraneous noise and saves time.
- Participants with known or suspected advanced cognitive impairment (i.e., dementia) may benefit from having a proxy or care partner assist them with setting up the telephone or video call. After the participant and tester have successfully initiated the call, the care partner would be asked to leave the room.
- If a video visit is conducted, we recommend having the examiner briefly assess video quality by asking the participant to name common objects presented by the examiner (e.g., watch, pencil, paperclip) or identify the number of fingers presented on the examiner's hand.

Participant's hearing

Assess participant's hearing with questions and then a hearing task. Below is a script:

“Before we begin, I have a few questions about your hearing to make sure you can hear me well enough over the telephone.”

“Do you usually have trouble hearing over the phone?”

No Yes

“Can you hear me well enough?”

No Yes

“Do you use a hearing device?”

No Yes

If YES ... **“Is it in place?”**

No Yes

If NO ... **“Would you please put it on?”**

No Yes

“Would you please repeat the following statement: ‘I have a cat, so all I need is a dog.’”

Did participant correctly repeat statement?

No Yes

If NO, then repeat the sentence: **“I have a cat, so all I need is a dog.”**

Did participant correctly repeat sentence?

No Yes

If YES, proceed with testing.

If NO, but you think from your interaction up to this point his/her poor hearing can be compensated for, proceed with the testing; however, speak as loudly and distinctly as possible.

If NO, and you think hearing will severely bias the cognitive test results, DO NOT continue with testing. Inform the participant that you will not be performing the testing:

Thank you very much, Ms./Mr. _____, but you may not be able to hear me well enough to complete the memory tasks over the telephone, so I will not continue at this time. On behalf of the _____ study team, thank you for taking time to speak with me today.

Participant's physical environment

- Testing should be done with the participant alone in a room, although a proxy may initially be present in order to assist the participant with any technical difficulties encountered.
- If someone else is there you should ask that that person or the participant leave the space.
- If other people enter the participant's space, you may have to temporarily interrupt testing to ensure that s/he gives the tasks their full attention.
- Ask the participant to ensure they are comfortable and if the testing environment is as free of distractions as possible. Here is an example of text:

“Are you in a quiet place where you will not be disturbed for about _____ minutes?” No Yes

Core tests: 30 minutes

Core + Word List Recall tests: 45 minutes

Core + all optional tests: 1 hour

“Do you have pets that need to be taken care of before we begin?” No Yes

If YES, allow the participant to take care of their pet(s) before beginning

“Other than the phone you are using, do you have a cell phone, TV, radio, or computer turned on in front of you?” No Yes

If YES ... **“Can you turn them off so they won’t distract you while we’re working together?”**

“Do you have anyone nearby?” No Yes

If YES ... **“Can you please ask them to move to another room, as we don’t want you distracted during the interview.”**

“Do you need to use the bathroom or get a drink of water?” No Yes

If YES, allow the participant time to use the restroom or get a drink of water

Instruct the participant about use of aids during testing. Here is an example:

“These tasks should only be done in your head. Do you have any pencils, pens, or paper in front of you now?” No Yes

If YES ... **“I need you to remove them since we’ll only be using the phone to talk for these tasks.”**

“Do you have any calendars or newspapers in sight or a watch with a date feature?” No Yes

If YES ... **“I need you to put them out of sight for me.”**

Ask about permission to record:

As part of this research study, your voice will be recorded using a digital recorder while performing some of the cognitive tests. This is to assure accuracy as we record your answers. You will not be able to inspect, review, or approve the content of the digital recordings. You may request the recording be stopped at any time, and you can withdraw your consent to use the digital recording before any information is transcribed. All recordings may be kept and stored indefinitely and may be analyzed for research purposes. May I record the interview?” No Yes

“Good, _____, I think we are ready to get started. Are you ready?” No Yes

Examiner voice clarity

Speak a bit slower than you would face-to-face. The pace newscasters use is good. You need to give yourself time to say each word clearly and completely. As such, some test instructions have been modified slightly (see RAVLT instructions).

Enunciate each word. Some sounds are not heard as clearly over the phone or are difficult to distinguish from different sounds. You may need to exaggerate a bit certain letters or syllables. Over time you may develop a list of very commonly misheard words and decide to give credit for them. Of course, the first action should be to speak more clearly and crisply.

If you speak with an accent, you may need to adjust your speech for some words. You can practice with a person who does not speak your native tongue until you are ready. Whenever possible, use native speakers for the language of administration.

MoCA-Blind

MEMORY		FACE	VELVET	CHURCH	DAISY	RED	POINTS
Read list of words, subject must repeat them. Do 2 trials even if 1st trial is successful. Do a recall after 5 minutes.	1st trial						No points
	2nd trial						
ATTENTION							
Read list of digits (1 digit/sec.) Subject has to repeat them in the forward order [] 2 1 8 5 4 Subject has to repeat them in the backward order [] 7 4 2							__ / 2
Read list of letters. The subject must tap with his hand at each letter A. No point if ≥ 2 errors [] F B A C M N A A J K L B A F A K D E A A A J A M O F A A B							__ / 1
Serial 7 subtraction starting at 100 [] 93 [] 86 [] 79 [] 72 [] 65 4 or 5 correct subtractions: 3 pts, 2 or 3 correct: 2 pts, 1 correct: 1 pt, 0 correct: 0 pt							__ / 3
LANGUAGE							
Repeat: I only know that John is the one to help today. [] The cat always hid under the couch when dogs were in the room. []							__ / 2
Fluency / Name maximum number of words in one minute that begin with the letter F. [] _____ (N \geq 11 words)							__ / 1
ABSTRACTION							
Similarity between e.g. banana - orange = fruit [] train - bicycle [] watch - ruler							__ / 2
DELAYED RECALL	Has to recall words	FACE	VELVET	CHURCH	DAISY	RED	Points for UNCUED recall only
	With no cue	[]	[]	[]	[]	[]	
Optional	Category cue						
	Multiple choice cue						__ / 5
ORIENTATION	[] Date [] Month [] Year [] Day [] Place [] City						__ / 6
© Z. Nasreddine MD www.mocatest.org Normal \geq 18 / 22						TOTAL __ / 22 Add 1 point if \leq 12 yr edu	

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Subject ID _____

Date ___ / ___ / _____

Examiner's initials _____

MoCA NOTES PAGE

Lined area for notes, consisting of horizontal ruling lines.

Subject ID _____

Date ____ / ____ / ____

Examiner's initials ____

Craft Story 21 Recall (Immediate)

INSTRUCTIONS: Making sure you have the participant's attention, read the following instructions aloud. Then read the story slowly, articulating clearly and with normal inflection.

SAY: **"I am going to read you a story. Listen carefully, and when I am through, I want you to tell me everything you can remember. Try to use the same words I use but you may also use your own words. The story is ..."**

Maria's / child / Ricky / played / soccer / every / Monday /

at 3:30. / He / liked / going / to the field / behind / their / house /

and joining / the game. / One / day, / he / kicked / the ball / so / hard /

that it / went / over / the neighbor's / fence / where three / large /

dogs / lived. / The dogs' / owner / heard / loud / barking, / came /

out, / and helped / them / retrieve / the ball.

Record time administration ended:

Total story units recalled (VERBATIM SCORING):

____ / 44

Total story units recalled (PARAPHRASE SCORING):

____ / 25

As soon as the story is over, give the recall instruction:

SAY: **"Now tell me the story I just told you. Try to remember as much as you can."**

Record the participant's recall, writing between the lines of the story above. For rapid and accurate transcribing of the story, use abbreviations as needed, omit filler words and irrelevant verbiage, and if absolutely necessary, say **"A little slower, please,"** rather than miss story elements. Make sure your transcription of the story is legible before proceeding.

After transcribing the story, you must give the delayed recall cue.

SAY: **"Later on, I will ask you to tell me this story again, so try not to forget it."** Note the time so that later you can calculate the time that has elapsed between Craft Story 21 Recall (Immediate) test and the Craft Story 21 Recall (delayed) test.

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CRAFT STORY 21 RECALL (IMMEDIATE): VERBATIM SCORING

PERFECT VERBATIM RESPONSE (1.0 POINT): Give the subject 1 point for every bit for which content words are recalled exactly and completely. Allowances can be made for variations of verbs (e.g., “likes” for “liked,” “join” for “joining”) and minor omissions (e.g., “neighbor” for “neighbor’s”) or changes in number (e.g., “games” for “game”). The content words do not need to be recalled by the subject in the same order they were read to receive credit. The words can appear anywhere in the recall.

Maria’s	
child	
Ricky	
played	
soccer	
every	
Monday	
three thirty	
he	
liked	
going	
field	
behind	
their	
house	
joining	
game	
one	
day	
he	
kicked	
ball	
so	

hard	
it	
went	
over	
neighbor’s	
fence	
three	
large	
dogs	
lived	
dogs’	
owner	
heard	
loud	
barking	
came	
out	
helped	
them	
retrieve	
ball	
TOTAL	

SCORING

Number of items recalled for verbatim scoring: Immediate Recall Score: _____ /44 maximum

GUIDELINES FOR PARAPHRASE SCORING, CRAFT STORY 21

Item	General rule	Alternative 1-point responses	0-point responses	Points
Maria's	"Maria" or a variant of the name	Mary, Marie	Martha, Anna	
child	"child" or a phrase denoting it was a young person	son, kid, boy, teenager, young man	guy, children, daughter	
Ricky	"Ricky" or a variant of the name	Rick, Rich, Richie, Richard, Ricardo	Randy, Rusty, Robert	
played	"played" is required	to play, plays	did (soccer)	
soccer	"soccer" is required	futbol	baseball, volleyball, other sport	
every Monday	"Monday" or an indication that it occurred on a weekday	—	every day, another day of the week	
at 3:30	an indication that the activity took place in the afternoon	after school, every afternoon	after dinner, at night, in the morning	
He liked going to the field	an indication that he went to an outdoor area	went outside, went to the yard, going to the backyard	went to the school, gym	
behind their house	"house" or word denoting a house	home, residence, where they lived	any other building	
and joining	an indication that he participated in a game	played w/ other kids, became part of the team, playing w/ the team	watching, played in the park	
the game.	"game" in any context	—	—	
One day	"One day" is required	—	—	
he kicked	indication that he performed the activity with his foot	booted, punted	threw, hit (with no mention of the foot)	
the ball	"Ball" is required	football, soccer ball	baseball, volleyball	
so hard	an indication that force was used	so much force, so strongly, (kicked it) so far	—	
that it went over	"Over" is required	—	—	
the neighbor's	an indication that the person lived in the same area	nearby resident	friend's	
fence	"fence" or a word denoting a fence of some kind	garden wall, wall	property line, street	
where three	"Three" is required	three (boys)	—	
large dogs lived.	an indication that there were dogs present	hounds, doggies	puppies, cats, kittens, other animals	
The dogs' owner	an indication that the person was responsible for the dogs	neighbor (if owner implied and "neighbor" mentioned twice)	a bystander, the police	
heard loud barking	an indication that the dogs were making noise	yelping, baying, yapping, heard the dogs	saw the dogs running around	
came out	a word or phrase indicating that the owner was present	(owner) saw the ball	his mother came out, the dogs came out	
and helped them	a word or phrase indicating that help was provided	assisted, aided, had to help	—	
retrieve the ball.	an indication that they got the ball back	gave him the ball, return the ball, (helped him) get the ball —		

Number of items recalled for **paraphrase scoring**: Immediate Recall Score: _____ /25 maximum

Rey Auditory Verbal Learning Test — Immediate (Optional)

INSTRUCTIONS:

**List A,
Trial 1**

“I am going to read a list of words. Listen carefully, for when I stop, you are to say back as many as you can remember. It doesn’t matter in what order you repeat them. Just try to remember as many as you can” Read List A, at a rate of 1 word every 2 seconds, then record responses. Note the order of recall for correct responses (i.e., 1, 2, 3, ...); do not record repetitions or intrusions in the order of recall. Use another mark to note repetitions (e.g., “R” or a symbol), and track intrusions in the box at the foot of the table.

**List A,
Trials 2–5**

“I am going to read the same list again, and once again when I stop, I want you to tell me as many of the words as you can remember, including words you have said before. It doesn’t matter in what order you say them, just say as many words as you can remember, whether or not you said them before.” Repeat **“Now I am going to read the same list again...”** for Trials 2 through 5 with List A.

List B

“Now I am going to read a second list of words. This time, again you are to say back as many words of this second list as you can remember. Again, the order in which you say the words does not matter. Just try to remember as many as you can.” Read List B at the rate of 1 word every 2 seconds, record responses. Note the order of recall for correct responses; do not record order of recall for repetitions or intrusions.

Trial 6

“Now tell me all the words you remember from the first list.” Record responses. Note the order of recall for correct responses; do not record order of recall for repetitions or intrusions.

LIST A	TRIAL 1	TRIAL 2	TRIAL 3	TRIAL 4	TRIAL 5	LIST B	LIST B RECALL	TRIAL 6 (LIST A)	DO NOT REPEAT
DRUM						DESK			DRUM
CURTAIN						RANGER			CURTAIN
BELL						BIRD			BELL
COFFEE						SHOE			COFFEE
SCHOOL						STOVE			SCHOOL
PARENT						MOUNTAIN			PARENT
MOON						GLASSES			MOON
GARDEN						TOWEL			GARDEN
HAT						CLOUD			HAT
FARMER						BOAT			FARMER
NOSE						LAMB			NOSE
TURKEY						GUN			TURKEY
COLOR						PENCIL			COLOR
HOUSE						CHURCH			HOUSE
RIVER						FISH			RIVER
TOTAL RECALL						TOTAL RECALL			
INTRUSIONS						INTRUSIONS			

Record time administration ended:

*Administer Delayed Recall 20–30 minutes later.
Do not cue for the delayed recall.*

Subject ID _____

Date ____ / ____ / ____

Examiner's initials _____

Number Span Test: Forward

SAY: "I am going to ask you to repeat some numbers for me. Wait until I finish saying the numbers and then repeat them in the same order. For example, if I say 1-8-7, you would say 1-8-7. If I say 2-9-8, what would you say?" If the subject gives the wrong answer, say, "Actually, you would say 2-9-8."

SAY: "Repeat only the numbers I say each time." Then start with the test items. Before each item, say, "Ready?"

Stop testing after two consecutive failures of the same span length.

Span length	Response	Response code <i>incorrect = 0</i> <i>correct = 1</i>
3	1-8-4	_____
	2-7-9	_____
4	4-1-6-2	_____
	8-1-9-5	_____
5	6-4-9-2-8	_____
	7-3-8-6-1	_____
6	3-9-2-4-7-5	_____
	6-2-8-3-1-9	_____
7	9-6-4-7-1-5-3	_____
	7-4-9-2-6-8-1	_____
8	4-7-2-5-8-1-3-9	_____
	2-9-5-7-3-6-1-8	_____
9	6-8-4-1-9-3-5-2-7	_____
	1-3-9-2-7-5-8-6-4	_____
Total correct:		_____
Length of longest correct series:		_____

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Subject ID _____

Date ____ / ____ / ____

Examiner's initials _____

Number Span Test: Backward

SAY: "I am now going to ask you to repeat some numbers for me but to reverse them from the way I say them. Wait until I finish saying the numbers and then repeat them in reverse order, or backward. For example, if I say 3-7-4, you would say 4-7-3. If I say 7-3-6, what would you say?" If the subject gives the wrong answer, say, "Actually, you would say 6-3-7."

SAY: "Repeat only the numbers I say each time, backward, in reverse order." Then start with the test items. Before each item, say, "Ready?"

Stop testing after two consecutive failures of the same span length.

Span length	Response	Response code <i>incorrect = 0</i> <i>correct = 1</i>
2	2-5	_____
	4-7	_____
3	2-9-6	_____
	3-7-4	_____
4	7-1-8-6	_____
	5-1-6-3	_____
5	5-2-4-9-1	_____
	9-1-7-3-6	_____
6	6-8-5-7-9-2	_____
	8-1-6-3-5-9	_____
7	1-5-2-9-7-3-8	_____
	7-3-1-6-8-5-2	_____
8	3-6-4-9-5-2-7-1	_____
	6-3-5-7-1-8-2-9	_____
Total correct:		_____
Length of longest correct series:		_____

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Oral Trail Making Test (Optional)

Part A

Examiner: **“OK, here is something a little different. I'd like you to count from 1 to 25 as quickly as you can. 1, 2, 3, 4, and so on. Ready? Begin.”**

Start timing as soon as you say “Begin.” If a mistake is made, stop the participant and have them continue with the series from the last correct number by saying: **“You last said '[specific number],’ please continue from there.”** Do not stop timing during corrections.

If the participant stops for 5 seconds or more before completing, you may prompt with “Please keep going.” If the participant does not recall where they are, provide the last correct response by saying: **“You last said '[specific number],’ please continue from there,”** and score as an error. After a further delay of 15 seconds or more, discontinue. Enter the appropriate reason code 995-998 from the key and leave total number of errors and correct responses blank. Allow a maximum of 100 seconds for the test. If the participant is not finished by 100 seconds, the score is 100.

Record the time in seconds to complete the series, including the time to offer corrections. Be sure to write down where errors occurred on the score sheet. You will record the total number of errors as well.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Time to completion: _____ (seconds)

Total number of errors: _____

Total number correct: _____

PART B

Examiner: **“Now I’d like you to switch between numbers and letters when you count. So you would say the number 1, and then say the letter A, then number 2, then letter B and so on, as quickly as you can. Let’s do a practice trial first. Count to the number 4, switching between numbers and letters. Ready? Begin.”**

If participant makes a mistake, say, **“No, that was incorrect, it should be 1, A, 2, B, 3, C, 4.”** Allow participant to practice up to three attempts. Repeat instructions with guidance twice. If participant still does not understand, discontinue Part B and go on to the next task. Record the time to completion as “300,” enter the appropriate reason code 995-998 from the key, and leave total number of errors and correct responses blank.

If participant is able to complete the practice say: **“Now I want you to switch between numbers and letters when you count 1, A, 2, B, 3, C, and so on until you reach the number 13. Ready, begin.”**

Start timing as soon as you say “Begin.” If a mistake is made, stop the participant and have them continue with the series from the last correct pair by saying: **“You said ‘[specific number] [specific letter];’ Continue from there.”** Do not stop timing during corrections. If the participant stops for 5 seconds or more before completing, you may prompt with “Please keep going.” If the participant does not recall where they are, provide last correct pair by saying: **“You said ‘[specific number] [specific letter];’ continue from there,”** and score as an error. You can remind the participant **“Number-letter”** to keep them on task. After a further delay of 15 seconds or more, discontinue and enter the appropriate reason code 995-998 from the key and leave total number of errors and correct responses blank. Allow a maximum of 300 seconds for the test. If the participant is not finished by 300 seconds, the score is 300.

Record the time in seconds to complete the series, including the time to offer corrections. Be sure to write down where errors occur on the score sheet. You will record the total number of errors as well.

Time to completion: _____ (seconds)

Total number of errors: _____

Total number correct: _____

Subject ID _____

Date ____ / ____ / ____

Examiner's initials ____

Oral Trail Making Test, Part B
Scoring worksheet

Practice 1

1	A	2	B	3	C	4

Practice 2

1	A	2	B	3	C	4

Practice 3

1	A	2	B	3	C	4

Attempt

1	A	2	B	3	C	4	D	5	E	6	F	7	G	8	H	9	I	10	J	11	K	12	L	13

Craft Story 21 Recall (Delayed)

INSTRUCTIONS: Administer this test approximately 20 minutes after Craft Story 21 Recall (Immediate), making note of the time administration of Craft Story 21 Recall (Delayed) began. NOTE: If 20 minutes have not elapsed, do not add other tests to fill the interval. You may obtain other data, such as blood pressure, weight, etc. Administer Craft Story 21 Recall (Delayed) and record the actual time elapsed.

SAY: **“I read you a story a few minutes ago. Can you tell me what you remember about that story now?”**

If the subject does not recall the story or having been told a story, make a note as indicated below and

SAY: **“It was a story about a boy. Can you tell it to me now?”**

Maria’s / child / Ricky / played / soccer / every / Monday /

at 3:30. / He / liked / going / to the field / behind / their / house /

and joining / the game. / One / day, / he / kicked / the ball / so / hard /

that it / went / over / the neighbor’s / fence / where three / large /

dogs / lived. / The dogs’ / owner / heard / loud / barking, / came /

out, / and helped / them / retrieve / the ball.

Record time administration began:

Total story units recalled (VERBATIM SCORING): _____ / 44

Total story units recalled (PARAPHRASE SCORING): _____ / 25

Time elapsed since Craft Story 21 Recall (Delayed): _____ minutes

Cue (“boy”) needed: No Yes

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CRAFT STORY 21 RECALL (DELAYED): VERBATIM SCORING

PERFECT VERBATIM RESPONSE (1.0 POINT): Give the subject 1 point for every bit for which content words are recalled exactly and completely. Allowances can be made for variations of verbs (e.g., “likes” for “liked,” “join” for “joining”) and minor omissions (e.g., “neighbor” for “neighbor’s”). The content words do not need to be recalled by the subject in the same order they were read to receive credit. The words can appear anywhere in the recall.

Maria’s	
child	
Ricky	
played	
soccer	
every	
Monday	
three thirty	
he	
liked	
going	
field	
behind	
their	
house	
joining	
game	
one	
day	
he	
kicked	
ball	

so	
hard	
it	
went	
over	
neighbor’s	
fence	
three	
large	
dogs	
lived	
dogs’	
owner	
heard	
loud	
barking	
came	
out	
helped	
them	
retrieve	
ball	
TOTAL	

SCORING

Number of items recalled for verbatim scoring: Delayed Recall Score: _____ /44 maximum

GUIDELINES FOR PARAPHRASE SCORING, CRAFT STORY 21

Item	General rule	Alternative 1-point responses	0-point responses	Points
Maria's	"Maria" or a variant of the name	Mary, Marie	Martha, Anna	
child	"child" or a phrase denoting it was a young person	son, kid, boy, teenager, young man	guy, children, daughter	
Ricky	"Ricky" or a variant of the name	Rick, Rich, Richie, Richard, Ricardo	Randy, Rusty, Robert	
played	"played" is required	to play, plays	did (soccer)	
soccer	"soccer" is required	futbol	baseball, volleyball, other sport	
every Monday	"Monday" or an indication that it occurred on a weekday	—	every day, another day of the week	
at 3:30	an indication that the activity took place in the afternoon	after school, every afternoon	after dinner, at night, in the morning	
He liked going to the field	an indication that he went to an outdoor area	went outside, went to the yard, going to the backyard	went to the school, gym	
behind their house	"house" or word denoting a house	home, residence, where they lived	any other building	
and joining	an indication that he participated in a game	played w/ other kids, became part of the team, playing w/ the team	watching, played in the park	
the game.	"game" in any context	—	—	
One day	"One day" is required	—	—	
he kicked	indication that he performed the activity with his foot	booted, punted	threw, hit (with no mention of the foot)	
the ball	"Ball" is required	football, soccer ball	baseball, volleyball	
so hard	an indication that force was used	so much force, so strongly, (kicked it) so far	—	
that it went over	"Over" is required	—	—	
the neighbor's	an indication that the person lived in the same area	nearby resident	friend's	
fence	"fence" or a word denoting a fence of some kind	garden wall, wall	property line, street	
where three	"Three" is required	three (boys)	—	
large dogs lived.	an indication that there were dogs present	hounds, doggies	puppies, cats, kittens, other animals	
The dogs' owner	an indication that the person was responsible for the dogs	neighbor (if owner implied and "neighbor" mentioned twice)	a bystander, the police	
heard loud barking	an indication that the dogs were making noise	yelping, baying, yapping, heard the dogs	saw the dogs running around	
came out	a word or phrase indicating that the owner was present	(owner) saw the ball	his mother came out, the dogs came out	
and helped them	a word or phrase indicating that help was provided	assisted, aided, had to help	—	
retrieve the ball.	an indication that they got the ball back	gave him the ball, return the ball, (helped him) get the ball —		

Number of items recalled for **paraphrase scoring**: Delayed Recall Score: _____ /25 maximum

Category Fluency

INSTRUCTIONS

SAY: **“I am going to give you a category and I want you to name, as fast as you can, all of the things that belong in that category. For example, if I say ‘articles of clothing,’ you could say ‘shirt,’ ‘tie,’ or ‘hat.’ Can you think of other articles of clothing?”**

Allow up to 20 seconds for the subject to produce two responses. Circle the number corresponding to the subject's responses, and read the associated instruction.

Response code	Instruction
0 (No response)	“You could have said ‘shoes’ or ‘coat’ since they are articles of clothing.”
1 (One or more incorrect responses, no correct response)	“No, ____ is (are) not an article(s) of clothing. You could have said ‘shoes’ or ‘coat’ since they are articles of clothing.”
2 (One or more correct response, no incorrect responses)	“That’s right. You also could have said ‘shoes’ or ‘coat’.”
3 (One or more correct responses, one or more incorrect responses)	“_____ is (are) correct, but _____ is (are) not an article of clothing. You also could have said ‘shoes’ or ‘coat’.”
4 (Two or more correct responses)	“That’s right.”

Next, read the instructions for the Animals category (worksheet follows this instruction page):

SAY: **“Now I want you to name things that belong to another category: Animals. You will have one minute. I want you to tell me all the animals you can think of in one minute. Ready? Begin.”**

Start timer as you say “Begin.” Write actual responses as legibly as possible on the Worksheet for Category Fluency — Animals. Stop the procedure at 60 seconds. One prompt (“**Tell me all the animals you can think of**”) is permitted if the participant makes no response for 15 seconds or expresses incapacity (e.g., “I can't think of any more”). It is also permissible to repeat the instruction or category if the subject specifically requests it.

Next, read the instructions for the Vegetables category (worksheet follows this instruction page):

SAY: **“Now I want you to name things that belong to another category: Vegetables. You will have one minute. I want you to tell me all the vegetables you can think of in one minute. Ready? Begin.”**

Start timer as you say “Begin.” Write actual responses as legibly as possible on the Worksheet for Category Fluency — Vegetables. Stop the procedure at 60 seconds. One prompt (“**Tell me all the vegetables you can think of**”) is permitted if the participant makes no response for 15 seconds or expresses incapacity (e.g., “I can't think of any more”). It is also permissible to repeat the instruction or category if the participant specifically requests it.

Worksheet for Category Fluency — Animals

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 27. _____ | 53. _____ |
| 2. _____ | 28. _____ | 54. _____ |
| 3. _____ | 29. _____ | 55. _____ |
| 4. _____ | 30. _____ | 56. _____ |
| 5. _____ | 31. _____ | 57. _____ |
| 6. _____ | 32. _____ | 58. _____ |
| 7. _____ | 33. _____ | 59. _____ |
| 8. _____ | 34. _____ | 60. _____ |
| 9. _____ | 35. _____ | 61. _____ |
| 10. _____ | 36. _____ | 62. _____ |
| 11. _____ | 37. _____ | 63. _____ |
| 12. _____ | 38. _____ | 64. _____ |
| 13. _____ | 39. _____ | 65. _____ |
| 14. _____ | 40. _____ | 66. _____ |
| 15. _____ | 41. _____ | 67. _____ |
| 16. _____ | 42. _____ | 68. _____ |
| 17. _____ | 43. _____ | 69. _____ |
| 18. _____ | 44. _____ | 70. _____ |
| 19. _____ | 45. _____ | 71. _____ |
| 20. _____ | 46. _____ | 72. _____ |
| 21. _____ | 47. _____ | 73. _____ |
| 22. _____ | 48. _____ | 74. _____ |
| 23. _____ | 49. _____ | 75. _____ |
| 24. _____ | 50. _____ | 76. _____ |
| 25. _____ | 51. _____ | 77. _____ |
| 26. _____ | 52. _____ | |

Worksheet for Category Fluency — Vegetables

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 27. _____ | 53. _____ |
| 2. _____ | 28. _____ | 54. _____ |
| 3. _____ | 29. _____ | 55. _____ |
| 4. _____ | 30. _____ | 56. _____ |
| 5. _____ | 31. _____ | 57. _____ |
| 6. _____ | 32. _____ | 58. _____ |
| 7. _____ | 33. _____ | 59. _____ |
| 8. _____ | 34. _____ | 60. _____ |
| 9. _____ | 35. _____ | 61. _____ |
| 10. _____ | 36. _____ | 62. _____ |
| 11. _____ | 37. _____ | 63. _____ |
| 12. _____ | 38. _____ | 64. _____ |
| 13. _____ | 39. _____ | 65. _____ |
| 14. _____ | 40. _____ | 66. _____ |
| 15. _____ | 41. _____ | 67. _____ |
| 16. _____ | 42. _____ | 68. _____ |
| 17. _____ | 43. _____ | 69. _____ |
| 18. _____ | 44. _____ | 70. _____ |
| 19. _____ | 45. _____ | 71. _____ |
| 20. _____ | 46. _____ | 72. _____ |
| 21. _____ | 47. _____ | 73. _____ |
| 22. _____ | 48. _____ | 74. _____ |
| 23. _____ | 49. _____ | 75. _____ |
| 24. _____ | 50. _____ | 76. _____ |
| 25. _____ | 51. _____ | 77. _____ |
| 26. _____ | 52. _____ | |

Verbal Fluency: Phonemic Test

Materials

1-minute timer

SAY: **“I’m going to say a letter of the alphabet. When I ask you to start, tell me as many words as you can that begin with that letter. You will have 1 minute before I tell you to stop. None of the words can be numbers, or names of people, or places.”**

“For example, if I gave you the letter B, you could say brown, bottle, or bake, but you wouldn’t say Barbara, Boston, or billion. Also, please try not to give me the same word with different endings. So if you said bake, you wouldn’t also say baked or bakes. And if you said big, you wouldn’t also say bigger and biggest.”

“Let’s begin. Tell me all the words you can, as quickly as you can, that begin with the letter F. Ready? Begin.”

Administration

Start timer after completing instructions. Write actual responses as legibly as possible. Stop the procedure at 60 seconds.

Prompts

1. If the participant pauses for 15 seconds:
 - **“Keep going.”**
 - **“What other words beginning with F can you think of?”**
2. If the participant gives three consecutive words that do not start with the designated letter (provide this prompt only once during this condition):
 - **“We are now using the letter F.”**

Record **F** responses:

1.	11.	21.	31.
2.	12.	22.	32.
3.	13.	23.	33.
4.	14.	24.	34.
5.	15.	25.	35.
6.	16.	26.	36.
7.	17.	27.	37.
8.	18.	28.	38.
9.	19.	29.	39.
10.	20.	30.	40.

SCORING Number of correct **F-words** generated in 1 minute (0–40) ____ ____

 Number of **F-words** repeated in 1 minute (0–15) ____ ____

 Number of **non-F-words** and rule violation errors in 1 minute (0–15) ____ ____

SAY: “Now I want you to do the same for another letter. The next letter is L. Ready? Begin.”

Start timer after completing instructions. Write actual responses as legibly as possible. Stop the procedure at 60 seconds.

Prompts

1. If the participant pauses for 15 seconds:
 - “Keep going.”
 - “What other words beginning with L can you think of?”

2. If the participant gives three consecutive words that do not start with the designated letter (provide this prompt only once during this condition):
 - “We are now using the letter L.”

Record **L** responses:

1.	11.	21.	31.
2.	12.	22.	32.
3.	13.	23.	33.
4.	14.	24.	34.
5.	15.	25.	35.
6.	16.	26.	36.
7.	17.	27.	37.
8.	18.	28.	38.
9.	19.	29.	39.
10.	20.	30.	40.

SCORING Number of correct **L-words** generated in 1 minute (0–40) ____ ____

 Number of **L-words** repeated in 1 minute (0–15) ____ ____

 Number of **non-L-words** and rule violation errors in 1 minute (0–15) ____ ____

 TOTAL number of correct **F-words and L-words** (0–80) ____ ____

 TOTAL number of **F-word and L-word** repetition errors (0–30) ____ ____

 TOTAL number of **non-F/L words** and rule violation errors (0–30) ____ ____

Rey Auditory Verbal Learning Test — Delayed recall and recognition (Optional)

INSTRUCTIONS:

After a 20- to 30-minute delay, say: **“A short while ago, I read a list of words to you several times, and you were trying to learn these words. Tell me the words from this list again.”** Record responses. Note the order of recall for correct responses (i.e., 1, 2, 3, ...); do not record repetitions or intrusions in the order of recall. Use another mark to note repetitions (e.g., “R” or a symbol), and track intrusions in the box at the foot of the table.

Record time administration begins:

LIST A DO NOT REPEAT	DELAYED RECALL
DRUM	
CURTAIN	
BELL	
COFFEE	
SCHOOL	
PARENT	
MOON	
GARDEN	
HAT	
FARMER	
NOSE	
TURKEY	
COLOR	
HOUSE	
RIVER	
TOTAL RECALL	
INTRUSIONS	

RAVLT Recognition

“I’m going to read to you a list that contains the words from the first list, the one I read several times. If the word was on that first list, say “yes,” and if it was not on the first list, then say “no.”

TEACHER	<input type="checkbox"/> Yes	<input type="checkbox"/> No	COFFEE	<input type="checkbox"/> Yes	<input type="checkbox"/> No
RIVER	<input type="checkbox"/> Yes	<input type="checkbox"/> No	ROAD	<input type="checkbox"/> Yes	<input type="checkbox"/> No
BRIDGE	<input type="checkbox"/> Yes	<input type="checkbox"/> No	HAT	<input type="checkbox"/> Yes	<input type="checkbox"/> No
FARMER	<input type="checkbox"/> Yes	<input type="checkbox"/> No	TURKEY	<input type="checkbox"/> Yes	<input type="checkbox"/> No
PEN	<input type="checkbox"/> Yes	<input type="checkbox"/> No	MINUTE	<input type="checkbox"/> Yes	<input type="checkbox"/> No
FOREHEAD	<input type="checkbox"/> Yes	<input type="checkbox"/> No	NOSE	<input type="checkbox"/> Yes	<input type="checkbox"/> No
KERCHIEF	<input type="checkbox"/> Yes	<input type="checkbox"/> No	SCHOOL	<input type="checkbox"/> Yes	<input type="checkbox"/> No
HOUSE	<input type="checkbox"/> Yes	<input type="checkbox"/> No	BELL	<input type="checkbox"/> Yes	<input type="checkbox"/> No
MOON	<input type="checkbox"/> Yes	<input type="checkbox"/> No	FACE	<input type="checkbox"/> Yes	<input type="checkbox"/> No
COLOR	<input type="checkbox"/> Yes	<input type="checkbox"/> No	GARDEN	<input type="checkbox"/> Yes	<input type="checkbox"/> No
BEET	<input type="checkbox"/> Yes	<input type="checkbox"/> No	CLASSROOM	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CURTAIN	<input type="checkbox"/> Yes	<input type="checkbox"/> No	PARENT	<input type="checkbox"/> Yes	<input type="checkbox"/> No
FLOOR	<input type="checkbox"/> Yes	<input type="checkbox"/> No	CHILDREN	<input type="checkbox"/> Yes	<input type="checkbox"/> No
SOLDIER	<input type="checkbox"/> Yes	<input type="checkbox"/> No	BROOMSTICK	<input type="checkbox"/> Yes	<input type="checkbox"/> No
DRUM	<input type="checkbox"/> Yes	<input type="checkbox"/> No	GUN	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TOTAL CORRECT:

TOTAL FALSE POSITIVES:

Cues for Rey AVLT Recognition

The participant may ask you to clarify the word on the recognition list, due to hearing challenges over the phone or video. If so, you may use the descriptions below to explain each word. Do not use these descriptions on the learning trials, or immediate and delayed recall.

TEACHER	A person who teaches, especially in a school
RIVER	A large natural stream of water flowing to a sea or lake
BRIDGE	A structure over a river or road
FARMER	A person who owns or manages a farm, raising animals or growing crops
PEN	A writing instrument
FOREHEAD	The part of the face above the eyebrows
KERCHIEF	A piece of fabric used to cover the head
HOUSE	The building people live in
MOON	In the sky at night
COLOR	Like the color blue or red
BEET	The plant that grows in the ground
CURTAIN	A piece of material that covers windows
FLOOR	What you walk on in a room
SOLDIER	A person who serves in an army
DRUM	An instrument
COFFEE	A hot drink made in the morning
ROAD	What cars drive on
HAT	What someone wears on their head
TURKEY	The bird
MINUTE	As in, 60 seconds
NOSE	The part of the face between the eyes
SCHOOL	Where children go to learn
BELL	An instrument that rings
FACE	The part of your head where your eyes and nose are
GARDEN	Where to grow vegetables, herbs, and flowers
CLASSROOM	A room in a school
PARENT	A mother or father
CHILDREN	Kids or a child
BROOMSTICK	What is used to sweep the floor
GUN	A weapon with bullets

Verbal Naming Test (Optional)

Examiner: **“Now we are going to do something different. I’m going to describe an object or a verb and I want you to tell me the name of what I am describing.”**

After each prompt, allow the examinee 10 seconds to respond. If an incorrect response is given, say, **“No, it’s something else,”** and allow the examinee the remainder of the initial 10 seconds to respond. Prompts can be repeated, but keep the stopwatch running and adhere to the 10-second time limit. If no correct response is provided during the initial 10 seconds, provide the phonemic cue, saying **“It starts with the sound...”** (underlined part of word).” If after 10 seconds from the phonemic cue they have not provided the correct word, proceed to the next item.

Stop testing after six consecutive failures.

Say “WHAT IS THE NAME OF ...” <i>(can stop saying this after participant gets the nature of the task)</i>		1 point if correct in 10 seconds	Phonemic cue	1 point if correct in 10 seconds
1	The part of your shirt that goes around your neck		<u>C</u> ollar	
2	The thing you hold over your head when it rains		<u>U</u> mbrella	
3	The country where the Great Pyramids are		<u>E</u> gypt	
4	The animal in the desert with a hump on its back		<u>C</u> amel	
5	What you do when you put your nose up to a flower		<u>S</u> me ll	
6	What a ship does if it can no longer float		<u>S</u> ink	
7	A structure you drive over to cross a river		<u>B</u> ridge	
8	A period of ten years		<u>D</u> ecade	
9	A small amount of money left for the waiter at a restaurant		<u>T</u> ip	
10	What you use to sweep the floor		<u>B</u> room	
11	A baby cat		<u>K</u> itten	
12	The item of clothing to wrap around your neck in the winter		<u>S</u> carf	
13	A piece of land surrounded by water		<u>I</u> sland	
14	What you do with a razor		<u>S</u> ha ve	
15	A large animal in Africa with a trunk		<u>E</u> lephant	
16	What you use to chop wood		<u>A</u> x	
17	What you do to water to make it hot and steaming		<u>B</u> oi l	
18	What you do with your money with charities or the church		<u>D</u> o nate	
19	What ice does when it gets hot		<u>M</u> e l t	
20	What you wipe your mouth with when eating		<u>N</u> a pkin	
21	What you use to measure how many inches something is		<u>R</u> u ler	
22	What you put your head on to sleep at night		<u>P</u> i llow	
23	A long, severe snowstorm		<u>B</u> li zzard	
24	The part of your shirt that covers your arms		<u>S</u> lee ves	
25	The tool used to collect leaves on the ground		<u>R</u> a ke	
26	A pool of water on the ground		<u>P</u> u ddle	

Say "WHAT IS THE NAME OF ..."
 (can stop saying this after participant gets the nature of the task)

		1 point if correct in 10 seconds	Phonemic cue	1 point if correct in 10 seconds
27	The kind of mountain that explodes with lava		<u>V</u> olcano	
28	The animal in Australia that hops around and has a pouch		<u>K</u> angaroo	
29	The African animal that's like a horse and has black and white stripes		<u>Z</u> ebra	
30	The person who works at a drugstore to fill prescriptions		<u>P</u> harmacist	
31	A device that measures the temperature		<u>T</u> hermometer	
32	A collection of thousands of stars		<u>G</u> alaxy	
33	A device used to help you add and subtract numbers		<u>C</u> alculator	
34	A moving set of stairs		<u>E</u> scalator	
35	What a fish uses to breathe		<u>G</u> ills	
36	What someone sings into to make their voice louder		<u>M</u> icrophone	
37	What you do to a pencil or knife when it becomes dull		<u>S</u> harpen	
38	A place people go to gamble money		<u>C</u> asino	
39	A small hill made of sand		<u>D</u> une	
40	What a horse does when it runs really fast		<u>G</u> allop	
41	A toy that has a string and floats in the air when it is windy		<u>K</u> ite	
42	A baby cow		<u>C</u> alf	
43	An animal in Africa with a very long neck		<u>G</u> iraffe	
44	What you wear while cooking that prevents food from getting on your clothes		<u>A</u> pron	
45	A book that is made up of different maps		<u>A</u> tlas	
46	A desert plant that has spikes		<u>C</u> actus	
47	The poison a snake uses to kill its prey		<u>V</u> enom	
48	The document you receive when you graduate from high school		<u>D</u> iploma	
49	A kitchen appliance that cleans plates and glasses		<u>D</u> ishwasher	
50	The river in Egypt that is one of the longest in the world		<u>N</u> ile	

TOTAL CORRECT — WITHOUT CUE:

WITH CUE:

Yochim, B. P., Beaudreau, S. A., Fairchild, J. K., Yutsis, M. V., Raymond, N., Friedman, L., & Yesavage, J. (2015). Verbal Naming Test for use with older adults: Development and initial validation. *Journal of the International Neuropsychological Society*, 21, 239-248. doi: 10.1017/S1355617715000120

For information about this measure, please contact Dr. Brian Yochim at Brian.Yochim@va.gov.

Subject ID _____

Date ____ / ____ / ____

Examiner's initials ____

Validity of participant's responses

Please record your impression of whether hearing or other factors significantly influenced test results. It can be difficult to judge, but it is helpful in adjudication and data analysis to know that such an influence may have been present.

How valid do you think the participant's responses are?

- 1 Very valid, probably accurate indication of participant's cognitive abilities **(END FORM HERE)**
- 2 Questionably valid, possibly inaccurate indication of participant's cognitive abilities **(CONTINUE)**
- 3 Invalid, probably inaccurate indication of participant's cognitive abilities **(CONTINUE)**

What makes this participant's responses less valid? (Select all that apply)

- 1 Hearing impairment
- 2 Distractions
- 3 Interruptions
- 4 Lack of effort or disinterest
- 5 Fatigue
- 6 Emotional issues
- 7 Unapproved assistance
- 8 Other (SPECIFY): _____