

Neuropsychological Test Battery – Long Form (Version 04/17/2023)									
DATASET NAME: vr_npd_2022_a_1471s									
Participant Name:				«FName» «LName» (not keyed)					
Study ID:				«Id0» - «Id1»«Id2»«Id3»«Id4»					
COVID-19 Modifications: 0 = No 1 = Yes				Age: «Age1»«Age2»«Age3» (not keyed)					
If Yes, was testing completed: 1 = Remotely 2 = In-Person									
Date of Testing (mm/dd/yyyy)				«Edate»					
Examiner (print name): _____				Examiner ID#: _____					
If relevant, Second Examiner (print name): _____ (leave name & ID@ blank if no second examiner) (not keyed)				Second Examiner ID#: _____ (leave blank if n/a)					
Study Membership (at time of exam)	198	BAP: Short battery					«E_type»		
	190	BAP: Long battery, BB							
	191	BAP: Long battery, Cognitive Clinic							
	193	BAP: Remote battery							
	199	BAP: Long battery							
	320	Dementia study: Cognitive Clinic							
	77	Stroke Study							
55	Other: _____								
Exam tape recorded? 0 = No 1 = Yes 2 = Partial				_____					
Current marital status:				1 = Single (never married) 5 = Separated 2 = Married 6 = Other _____ 3 = Widowed _____ 4 = Divorced 9 = Unknown					_____
Participant's handedness:	Right 1	Left 2	Ambidextrous (see next) 3			Unknown 9	_____		
	If Ambidextrous, which is the preferred <u>writing</u> 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 9 = Unknown (examiner did not query)		
START TIME for Demographics/NP testing (post-consent)						____:____		1 = AM 2 = PM	
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:

<http://www.bls.gov/ncs/ocs/ocsm/commain.htm>

Search by Job Title:

<http://www.bls.gov/ncs/ocs/ocsm/comA-to-Z.htm>

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)

The Spiral Test is a part of the FHS Executive Committee-approved Neurology Exam, but is being integrated into the neuropsychological battery for more efficient use of participant time.

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?”*****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)****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****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**

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/physical 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.”

<i>History of seizure disorder</i>		
“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	_____
<i>*If No, leave A-D blank and go to History of Learning Difficulty below.</i>		
A. 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	_____
<i>**If yes, name of med(s):</i> _____		
B. 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	_____
C. 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	_____
D. 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		

Dataset name: vr_npd_2022_a_1471s ” «Id» «LName», «FName» «E_yr» NP Battery, Long Form (v.
04/17/2023)

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 as a child OR as an adult?	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/Omni: “Do you have any concerns about your memory or thinking?” If yes: <i>“Do you think this is normal for your age?”</i>	0 = No 1 = Yes, but normal 2 = Yes 8 = N/A; Gen 3/Omni 2 9 = Unknown	_____
If yes, describe _____		
Gen 3/Omni 2: Do you have any concerns about your memory or thinking? If yes: <i>“Is this a change?”</i> If yes: <i>“Do you think this is normal for your age?”</i>	0 = No, or normal for age 1 = Yes, not a change, or normal for age 2 = Yes, change, not normal 8 = N/A; Cohort/Offspring/Omni 9 = Unknown	_____
If yes, describe _____		

NP003B

Dataset name: vr_npd_2022_a_1471s ” «Id» «LName», «FName» «E_yr» NP Battery, Long Form (v.
04/17/2023)

Language		
“Do you predominantly speak any languages other than English?”	0=No* 1=Yes	_____
<u>*If No, leave A-E blank and go to Spiral Questions below.</u>		
A. “What was the primary language of instruction in school (from elementary to high school)?	1 = English 2 = Spanish 3 = Chinese 4 = Portugese 5 = Hindi 6 = Other _____	_____
B. “What language(s) do you predominantly speak, other than English?” (List in order of most frequent to least frequent)		
Language 1 (L1):	2 = Spanish 3 = Chinese 4 = Portugese 5 = Hindi 6 = Other _____	_____
Language 2 (L2):	2 = Spanish 3 = Chinese 4 = Portugese 5 = Hindi 6 = Other _____ 8 = N/A	_____
C. Percentage of Time ***Note: the following 3 questions must combine to equal 100%***		
“Please approximate the percentage of time during a normal/average day that you use L1” (0-100%)		_____
“Please approximate the percentage of time during a normal/average day that you use L2” (0-100%, or leave blank if N/A)		_____
“Please approximate the percentage of time during a normal/average day that you use English” (0-100%)		_____
D. “On a scale from 0-10, how likely is it that administering tests in English will affect your performance?”	0 1 2 3 4 5 6 7 8 9 10 None Somewhat Highly (Circle)	
E. “In what language would you prefer to test?”	1 = English 2 = Spanish 3 = Chinese 4 = Portugese 5 = Hindi 6 = Other _____	_____

Spiral Question Notes:

1 cup = 8oz or 1 shot of espresso

If they take caffeine pills, ask them what the equivalence is

Report number of cups to the nearest $\frac{1}{2}$ cup

Report number of hours to the nearest $\frac{1}{2}$ hour

<i>Spiral Questions</i>		
“How many cups of caffeinated coffee have you had so far today?” (write in)		_____
“How many cups of caffeinated tea have you had so far today?” (write in)		_____
“How many cups of caffeinated soda have you had so far today?” (write in)		_____
“Have you used an asthma inhaler today?”	0 = No 1 = Yes**	_____
**If yes, “How many hours ago?” (write in)		_____

Family History Notes

First-degree relatives: biological parents, siblings, children ONLY

‘Other’ relationships include second-degree relatives: biological grandparents, aunts/uncles, grandchildren, nieces/nephews, half-siblings

Note: all coded relatives must be blood-related

Family History of Dementia

“Do/did you have any first-degree relatives with cognitive impairment/dementia/Parkinson’s?”

0 = No
1 = Yes*
9 = Refused/Unknown

If No/Unknown, leave A-F blank

***If Yes, fill out table below for each relative (leave cells blank if N/A)**

A. Which relatives? (circle all that apply and/or write in relationship for Other)	Mother	Father	Sibling 1	Sibling 2	Child 1	Child 2	Other 1 _____	Other 2 _____
B. What type of impairment/dementia? 1 = Dementia (Unknown Etiology) 2 = MCI 3 = AD 4 = Vascular 5 = FTD 6 = LBD 7 = PD 8 = Mixed (AD + Vascular) 9 = Multiple Types 10 = Other neurological condition 99 = Unknown								
C. At what age did their symptoms begin? (Write in)								
D. Have they passed away? 0 = No 1 = Yes* 9 = Unknown								
If No/Unknown, leave E & F blank. *If yes, fill out table for E & F.								
E. At what age did they pass? (Write in)								
F. Was the diagnosis based on autopsy? 0 = No 1 = Yes 9 = Unknown								

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
2	1	made up a purse	md up Ⓟ			Intrusions
2	1	for her.	4 her			Related to story details
2	1					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.

Visual Reproductions: Immediate Recall (WMS)		Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> section)	
Design (max possible points)	A (3)	B (5)	C1 (3)
Total number of points scored			
Qualitative findings	A	B	C1
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 <u>lacks</u> obvious awareness that there should be four drawings (<i>circle</i>)	0 No	1 Yes	
Are there qualitative findings? (<i>circle</i>)	0 No (leave Qual findings section blank)	1 Yes (fill in Qual findings section)	
NP005			

If using VR Scoring Examples to determine score, write “Examples” in the spaces for points rather than individual points.

A

B

Points <u> </u> <u> </u> <u> </u> Criterion 1 2 3 Circle here if 1 point deduction → -1 (not keyed)	Points <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> Criterion 1 2 3 4 5 Circle here if 2 point deduction → -2
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C1

C2

Points <u> </u> <u> </u> <u> </u> Criterion 1 2 3 Circle here if 1 point deduction → -1 (not keyed)	Points <u> </u> <u> </u> <u> </u> Criterion 1 2 3 Circle here if 1 point deduction → -1
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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 <i>Factors Affecting Testing</i> section)			
RECALL <i>Write any wrong answers verbatim: “+” or “√” if correct</i>		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 <i>Factors Affecting Testing</i> section)
Score: 0 = incorrect 1 = incorrect, sequencing error only 2 = correct 8 = not administered	Span Lengths: • Circle the longest <i>correct</i> span length • <u>Underline</u> 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.	
START AT 3 span SERIES		CORRECT (8-4-3)	INCORRECT
Here are some others		Here are some others	Here are some others
START AT 3 span SERIES		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 <i>Factors Affecting Testing</i> section)
Score: 0 = incorrect 1 = incorrect, sequencing error only 2 = correct 8 = not administered		Span Lengths: • Circle the longest <i>correct</i> span length • <u>Underline</u> 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 1 = Yes (leave # cues boxes blank) (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 <i>Factors Affecting Testing</i> 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 <u>REPEATED</u> from IR:	
2	1	was due,	due				Confabulations
2	1	and they had not eaten	hn eatn			Related to story details	Intrusions
2	1	for two days.	2 days			Unrelated to story details	
2	1	The officers	(Off)			Total (pre- and post-Query) # of <u>NEW</u>:	
2	1	touched by the woman's story	tchd by ♀ story				Confabulations
2	1	made up a purse	md up Ⓟ			Related to story details	Intrusions
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:	<u>a woman</u> 1	a man 2	or an animal 3	6
Was her name:	Annie Thomas 1	<u>Anna Thompson</u> 2	or Annie Hall 3	6
Was she from the:	Southwest 1	<u>South Boston</u> 2	or Cape Cod 3	6
Was she:	a secretary 1	a housekeeper 2	<u>or a scrub woman</u> 3	6
Did she work in:	a private home 1	a railroad station 2	<u>or an office building</u> 3	6
Was she:	beaten 1	<u>robbed</u> 2	or did she win a prize 3	6
Was she held up on:	Main Street 1	Beacon Street 2	<u>or State Street</u> 3	6
Did it happen:	that morning 1	<u>the night before</u> 2	or the week before 3	6
Was she robbed:	of \$5.00 1	<u>\$15.00</u> 2	or \$500.00 3	6
Did she have:	no children 1	two children 2	<u>or four children</u> 3	6
Did the police:	arrest her 1	arrest the robber 2	<u>or give her money</u> 3	6
Had they not eaten for:	2 hours 1	<u>2 days</u> 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)		Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> 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				
No attempt to produce drawing				
If no attempt to produce drawing, participant reports "I do not remember" <u>and</u> indicates a specific location for the design.				
Starts to draw before told to begin				
Pt <u>lacks</u> obvious awareness that there should be four drawings (<i>circle</i>)	0 No		1 Yes	
Are there qualitative findings? (<i>circle</i>)	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				

If using VR Scoring Examples to determine score, write "Examples" in the spaces for points rather than individual points.

A

B

Points _____	Points _____
Criterion 1 2 3	Criterion 1 2 3 4 5
Circle here if 1 point deduction → -1 (not keyed)	Circle here if 2 point deduction → -2

C1

C2

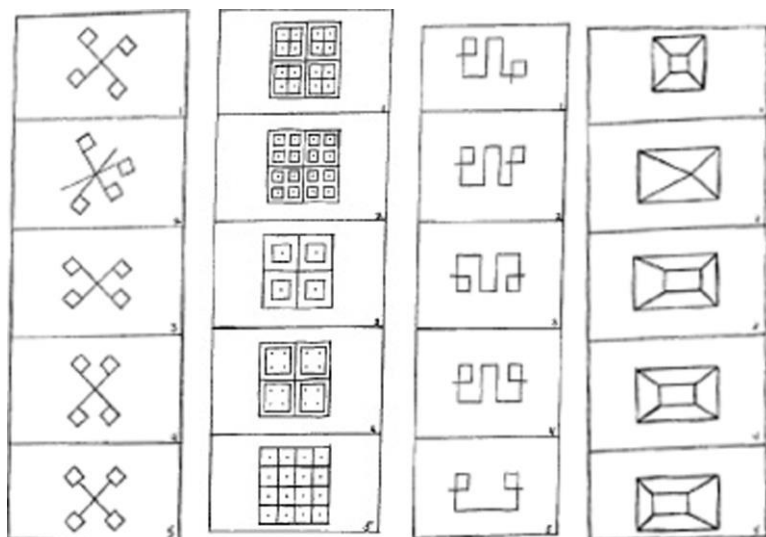
Points _____	Points _____
Criterion 1 2 3	Criterion 1 2 3
Circle here if 1 point deduction → -1 (not keyed)	Circle here if 1 point deduction → -1

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 <i>Factors Affecting Testing</i> 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	<u>4</u>	5	6 No guess	0 no	1 yes	8 N/A
Design B	<u>1</u>	2	3	4	5	6 No guess	0 no	1 yes	8 N/A
Design C1	1	2	3	<u>4</u>	5	6 No guess	0 no	1 yes	8 N/A
Design C2	1	2	<u>3</u>	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 <i>Factors Affecting Testing</i> section)				
	Response	Score		Errors			"I" if incorr. response was given on prior word pair [within test]	"I" if incorr. assoc. was used on any prior trial
	Write any incorrect responses verbatim Write a "+" or a "√" if response is correct	Incorrect = 0 Correct = 1 No guess = 6	Write the appropriate code for each response in the unshaded box	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				
		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	<u>Iron</u> 3	Copper 4	6
Baby	Crib 1	<u>Cries</u> 2	Rattle 3	Crawl 4	6
Crush	Stamp 1	<u>Dark</u> 2	Park 3	Cramp 4	6
North	<u>South</u> 1	Pole 2	West 3	Wise 4	6
School	Bus 1	Learn 2	Drugstore 3	<u>Grocery</u> 4	6
Rose	Bud 1	Inch 2	<u>Flower</u> 3	Apple 4	6
Up	Stair 1	Before 2	Under 3	<u>Down</u> 4	6
Obey	<u>Inch</u> 1	Command 2	Order 3	Stitch 4	6
Fruit	<u>Apple</u> 1	Peach 2	Grocery 3	Stand 4	6
Cabbage	Leaf 1	Pond 2	Soup 3	<u>Pen</u> 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, implement	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-Punish ment	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.

Similarities (WAIS)		Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> section)				
DISCONTINUE: After 4 consecutive failures						
<u>Response</u> Record response verbatim		<u>Score (see Scoring Manual)</u> 0 ¹ = 0 point response 6 = no guess 1 = 1 point response 8 = d/c criterion met 2 = 2 point response		<u>Error Type</u> ¹ Place a "1" if the response is a loss of set (LOS), concrete thinking (Con), perseveration (psv); or other		
	Response	Score	LOS	Con ¹	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					
A fly A tree	Living things					

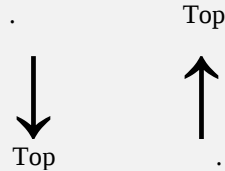
¹ Record Error Type **only** if score = 0. (If score = 1, "concrete" will be assumed)

<u>Odd ID number</u>	<u>Even ID number</u>
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)

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
Participant started to draw before being told to begin		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.

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

NP019A

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

or

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 1 st Letter	Broken Rule	Perseveration	Other Error	Self-correction	Write all words produced by participant in order	Wrong 1 st Letter	Broken Rule	Perseveration	Other Error	Self-correction	Write all words produced by participant in order	Wrong 1 st Letter	Broken Rule	Perseveration	Other Error	Self-correction	Write all words produced by participant in order	Wrong 1 st 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 <i>Factors Affecting Testing</i> section)							
Animals		#errors:						#errors:						#errors:						#errors:				
		#correct words:						#correct words:						#correct words:						#correct words:				

NP019B

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”, “hosebib” or “silcock” 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 <i>Factors Affecting Testing</i> 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: <i>Circle all that apply</i>	(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	__ __
							NP020

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. <u>T</u> oothbrush	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. <u>B</u> room	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. <u>M</u> ushroom	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. <u>H</u> anger	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. <u>W</u> heelchair	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. <u>M</u> ask	0	1	2	Part of a costume	0	1	Ma	0	1		
							TIME (seconds)				

Errors: <i>Circle all that apply</i>	(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	— —
							NP021

«Id» «LName», «FName» «E_yr»

NP Battery, Long Form (v. 04/17/2023)

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, hosebib, or silcock are 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)			

	«Id»	«LName», «FName»	«E_yr»	NP Battery, Long Form (v. 04/17/2023)			
Errors: <i>Circle all that apply</i>	(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	__ __
NP022							

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)			

	«Id»	«LName», «FName»	«E_yr»	NP Battery, Long Form (v. 04/17/2023)			
Errors: <i>Circle all that apply</i>	(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	__ __
							NP023

Boston Naming Test (continued)

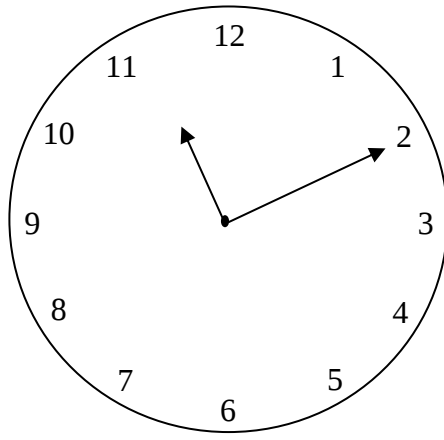
No Cue (0=wrong; 1=right; 2=right immed.)				Semantic Cue (0=wrong; 1=right)			Phonemic Cue (0=wrong; 1=right)			
25. <u>K</u>nocker	0	1	2	Part of a door	0	1	Kno	0	1	
							TIME (seconds)			
Errors: Circle all that apply				(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	— —
26. <u>S</u>tethoscope	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. <u>M</u>uzzle	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. <u>F</u>unnel	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. <u>A</u>ccordian	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. <u>A</u>sparagus	0	1	2	Something to eat	0	1	As	0	1	
							TIME (seconds)			

	«Id»	«LName», «FName»	«E_yr»	NP Battery, Long Form (v. 04/17/2023)			
Errors: <i>Circle all that apply</i>	(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	__ __
NP024							

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)			

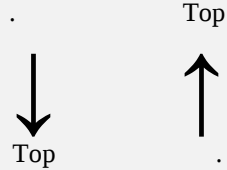
	«Id»	«LName», «FName»	«E_yr»	NP Battery, Long Form (v. 04/17/2023)			
Errors: <i>Circle all that apply</i>	(1) No Error	(1) Circumloc.	(1) Perseveration	(1) Semantic Para.	(1) Phonemic Par.	(1) Perceptual	— —
							NP025

Clock Drawing Test: Copy Condition

Please copy this clock.

<u>Odd ID number</u>	<u>Even ID number</u>
back-to-back clocks	split clocks

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)

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
Participant started to draw before being told to begin	0 No	1 Yes	8 N/A	9 Unknown

Describe Other Observations: _____

NOTE: If dCDT data is not acquired, use full copy clock scoring pages.

NO027

Blank Page

Blank Page

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.

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.**

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.

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 # Pen Buzzes # Errors #Self-Corrected Errors

TIME: ____ ____ : ____ ____

Pt started sample early? Yes No

Pt started test early? Yes No

TRAILMAKING TEST: Part B

..... *Sample*

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!

**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.

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>

Trail Making Test: Part A						Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> section)			
*Time to completion: <i>If the test is not completed, record the total time the pt worked on the test.</i>									
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 <i>Sample</i>		Started to draw before told to begin <i>Test</i>		Did participant show awareness of lifting the pen?				
	0 = No 1 = Yes		0 = No 1 = Yes		0 = No 1 = Yes 8 = N/A				
	Number of pen buzzes		Did pen buzzing affect participant?		<u>IF test was discontinued</u> , record the number of circles that were completed.				
	____		0 = No 1 = Yes 8 = N/A		____				
Trail Making Test: Part B						Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> section)			
*Time to completion: <i>If the test is not completed, record the total time the pt worked on the test.</i>									
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 <i>Sample</i>			Started to draw before told to begin <i>Test</i>			Did participant show awareness of lifting the pen?		
	0 = No 1 = Yes			0 = No 1 = Yes			0 = No 1 = Yes 8 = N/A		
	Number of pen buzzes			Did pen buzzing affect participant?			<u>IF test was discontinued</u> , record the number of circles that were completed.		
	____			0 = No 1 = Yes 8 = N/A			____		
# pen lifts: _____ (for examiner use only) # cues given: _____ (for examiner use only) # pen buzzes: _____ (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 heresy.

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

Reading Test (WRAT 3 rd Edition)						Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> 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.						ABOSE RTHUP IVZJQ (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 In	1	0	2 3 4	6	n/a	22 bibliography bib-li-og-ră-fee	1	0	2 3 4	6	8
2 cat kat	1	0	2 3 4	6	n/a	23 horizon hō-rī-zōn	1	0	2 3 4	6	8
3 book buuk	1	0	2 3 4	6	n/a	24 municipal myoo-nis-ī-pāl	1	0	2 3 4	6	8
4 tree tree	1	0	2 3 4	6	n/a	25 unanimous yoo-nan-ī-mūs	1	0	2 3 4	6	8
5 how (how)	1	0	2 3 4	6	n/a	26 benign (bi-nīn)	1	0	2 3 4	6	8
6 animal an-ī-māl	1	0	2 3 4	6	n/a	27 discretionary di-skresh-ō-ner-ee	1	0	2 3 4	6	8
7 even ee-vēn	1	0	2 3 4	6	n/a	28 stratagem strat-ā-jēm	1	0	2 3 4	6	8
8 spell spel	1	0	2 3 4	6	n/a	29 seismograph sīz-mō-graf	1	0	2 3 4	6	8
9 finger fing-gēr	1	0	2 3 4	6	n/a	30 heresy her-ē-see	1	0	2 3 4	6	8
10 size sīz	1	0	2 3 4	6	n/a	31 itinerary ī-tin-ē-rer-ee	1	0	2 3 4	6	8
11 felt felt	1	0	2 3 4	6	8	32 usurp yoo-surp, -zurp	1	0	2 3 4	6	8
12 split split	1	0	2 3 4	6	8	33 irascible i-ras-ī-bēl	1	0	2 3 4	6	8
13 lame laym	1	0	2 3 4	6	8	34 pseudonym soo-dō-nim	1	0	2 3 4	6	8
14 stretch strech	1	0	2 3 4	6	8	35 oligarchy ol-ī-gahr-kee	1	0	2 3 4	6	8
15 bulk bulk	1	0	2 3 4	6	8	36 covetousness kuv-ē-tūs-nes	1	0	2 3 4	6	8
16 abuse ā-byoos, -byooz	1	0	2 3 4	6	8	37 heinous hay-nūs	1	0	2 3 4	6	8
17 contemporary kōn-tem-pō-rer-ee	1	0	2 3 4	6	8	38 egregious î-gree-jūs	1	0	2 3 4	6	8
18 collapse kō-laps	1	0	2 3 4	6	8	39 omniscient om-nish-ēnt	1	0	2 3 4	6	8
19 contagious kōn-tay-jūs	1	0	2 3 4	6	8	40 assuage ā-swayj	1	0	2 3 4	6	8
20 triumph trī-ūmf	1	0	2 3 4	6	8	41 disingenuous dis-in-jen-yoo-ūs	1	0	2 3 4	6	8
21 alcove al-kohv	1	0	2 3 4	6	8	42 terpsichorean turp-sī-kō-ree-ān	1	0	2 3 4	6	8

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 TestCheck 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	
Trial	# of Taps
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Left Hand	
Trial	# of Taps
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Comments: (Will NOT be keyed; transfer comments that should be keyed to *Factors Affecting Testing* page in the back of the battery.)

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.

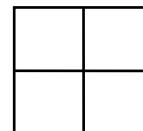
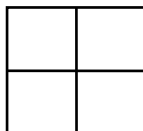
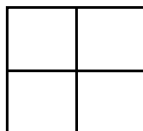
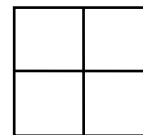
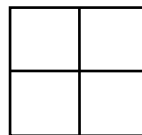
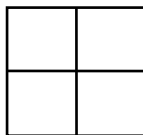
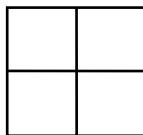
If the participant is trying to copy the sides as well as the tops, say, **You only need to copy the top of the blocks.**

Design #3 (Second one administered):

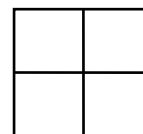
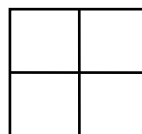
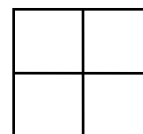
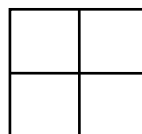
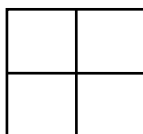
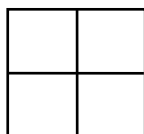
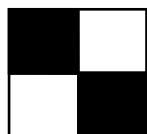
Now make one like this. Tell me when you have finished.

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	Yes, in overtime	Yes, in time (1 min)	Fail	Pass Trial 2 (2 nd 1 min)	Pass Trial 1 (1 min)
	0	1	2	0	2	4
	Broken Configuration?			Incorrect due to only one block in error (i.e. inattention error)		
	No	Yes		No	Yes	No Error
	0	1		0	1	2

DESIGN 3

Time	Correct?			Score		
___ : ___	No	Yes, in overtime	Yes, in time (1 min)	Fail	Pass	
	0	1	2	0	4	
	Broken Configuration?			Incorrect due to only one block in error (i.e. inattention error)		
	No	Yes		No	Yes	No Error
	0	1		0	1	2

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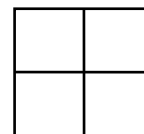
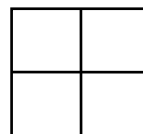
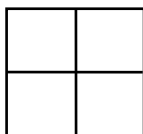
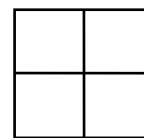
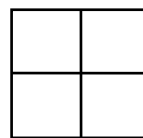
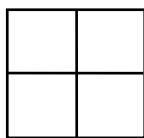
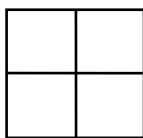
» «Id» «LName», «FName» «E_yr»
04/17/2023)

NP Battery, Long Form (v.

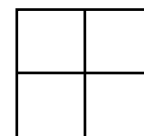
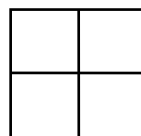
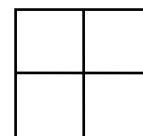
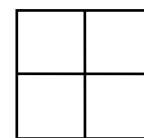
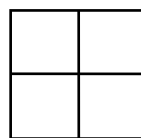
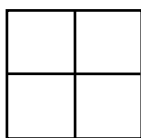
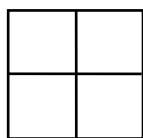
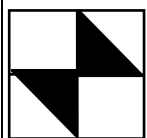
BLOCK DESIGN (WAIS) - continued

Designs 4 & 5

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

Block Design (WAIS)**DESIGN 4**

Time	Correct?			Score		
__: __	No	Yes, in overtime	Yes, in time (1 min)	Fail	Pass	D/c'd
	0	1	2	0	4	8
	Broken Configuration?			Incorrect due to only one block in error (i.e. inattention error)		
	No	Yes		No	Yes	No Error
	0	1		0	1	2

DESIGN 5

Time	Correct?			Score		
__: __	No	Yes, in overtime	Yes, in time (1 min)	Fail	Pass	D/c'd
	0	1	2	0	4	8
	Broken Configuration?			Incorrect due to only one block in error (i.e. inattention error)		
	No	Yes		No	Yes	No Error
	0	1		0	1	2

BLOCK DESIGN (WAIS) - continued

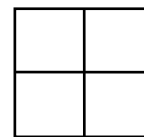
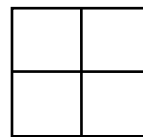
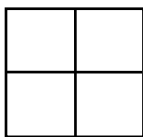
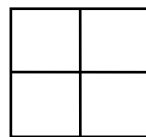
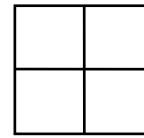
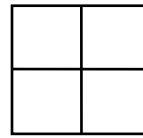
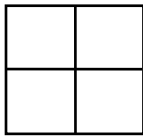
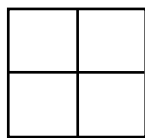
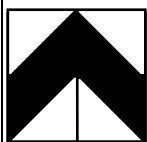
Design #6

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

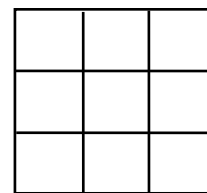
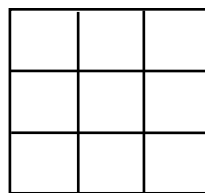
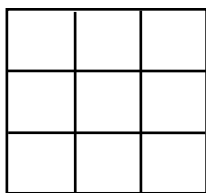
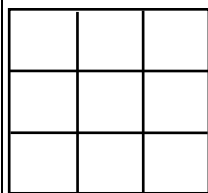
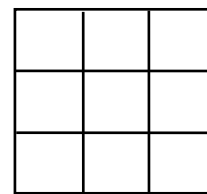
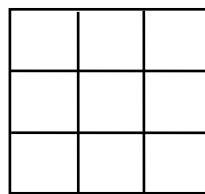
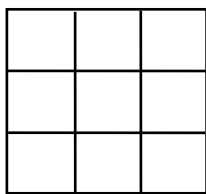
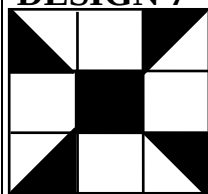
Design #7

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	Yes, in overtime	Yes, in time (1 min)	Fail	Pass	D/c'd
	0	1	2	0	4	8
	Broken Configuration?		Incorrect due to only one block in error (i.e. inattention error)			
	No	Yes	No	Yes	No Error	
	0	1	0	1	2	

DESIGN 7

Time	Correct?			Score				
__ : __	No	Yes, in overtime	Yes, in time (1:30 min)	Fail	41s- 1:30	31-40s	1-30s	D/c'd
	0	1	2	0	4	5	6	8
	Broken Configuration?		Incorrect due to only one block in error (i.e. inattention error)					
	No	Yes	No	Yes	No Error			
	0	1	0	1	2			

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.
- 8) *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 <i>Factors Affecting Testing</i> section)			
Discontinue: 5 consecutive incorrect/no guess answers					
After marking the 5 th "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
2. What is the shape of a ball?	Round	0	1	6	X
3. How many months are there in a year?	12	0	1	6	X
4. What is a thermometer?	Measures temp	0	1	6	X
5. Where does the sun rise?	east	0	1	6	X
6. 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, Trump, Biden	0	1	6	8
NOTE → if EITHER 5 OR 6 is incorrect, administer items 1-4					
7. How many weeks are there in a year?	52	0	1	6	8
8. Who was Louis Armstrong?	Jazz musician	0	1	6	8
9. 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	260 million to 390 million /// 325 million+- 20% (updated 11/2016)
28. Koran	Mohammedan scriptures, Mohammedan sacred writings, Mohammedan Bible (Muslim or Islamic in place of Mohammedan is acceptable.)
29. Faust	Goethe (pronounced “GER-tah”), Gounod (ˈgü-ˈnō; ˈgü-,nō)

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?	260 M to 390 M	0	1	6	8
28. What is the Koran?	Mohammedan/Muslim/Islamic scriptures	0	1	6	8
29. Who wrote Faust?	Goethe / Gounod	0	1	6	8

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 <i>Factors Affecting Testing</i> 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 capitalization rules?		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. You can go through at your own pace.

Hooper Visual Organization Test					Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> 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					
2. Saw	0	n/a	1	6					
3. Table/Bench	0	n/a	1	6					
4. Airplane	0	n/a	1	6					
5. Baseball/ball	0	football 0.5	1	6					
6. Hammer	0	n/a	1	6					
7. Dog/Sheep	0	animal 0.5	1	6					
8. Truck	0	auto, car 0.5	1	6					
9. Cup	0	vase, jar 0.5	1	6					
10. Hand	0	glove 0.5	1	6					
11. Apple, Peach, etc.	0	fruit 0.5	1	6					
12. Basket	(e.g. net) 0	n/a	1	6					
13. Scissors	0	n/a	1	6					
14. Cane, Hockey stick	(e.g. pencil) 0	n/a	1	6					
15. Sailboat, boat	0	n/a	1	6					
NP033									

Dataset name: vr_npd_2022_a_1471s ” «Id» «LName», «FName» «E_yr» NP Battery, Long Form (v.
04/17/2023)

Hooper Visual Organization Test <i>(continued)</i>									
RESPONSE	SCORE				ERROR TYPE				
	Incorrect	.5 pt	Correct	No Guess	Isolate	Percept.	Psv.	LOS	Other
16. Teakettle	0	n/a	1	6					
17. Chair	0	sofa 0.5	1	6					
18. Candle	0	n/a	1	6					
19. Teapot, Cream Pitcher	0	n/a	1	6					
20. Cat	0	animal 0.5	1	6					
21. Flower, Pansy, etc.	(e.g. tree, island) 0	n/a	1	6					
22. Mouse, Guinea Pig, etc.	0	animal 0.5	1	6					
23. Book	0	n/a	1	6					
24. Rabbit	0	animal 0.5	1	6					
25. Block	0	n/a	1	6					
26. Lighthouse	0	tower/ castle 0.5	1	6					
27. Shoe	(e.g. iron) 0	n/a	1	6					
28. Key	0	n/a	1	6					
29. Ring	(e.g. lock) 0	n/a	1	6					
30. 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 <i>Factors Affecting Testing</i> section)					
Discontinue at 2:00 minutes (120 seconds) or at the completion of 3 rows (45 squares), whichever is <i>longer</i>										
Total time to complete task (min:sec)					____ : ____					
<u>Number of squares completed by the end of each time range</u> (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: <i>another mark in code</i>				Result is correct						
Wrong Mark (Total): <i>confabulation</i>				Result is incorrect						
“A”				Started to draw before told to begin			0 No		1 Yes	
Skipped item:										
Number instead of mark:										
Poorly formed mark:										
Rotation (Total):										
		“U”								
		“L”								
		“V”								
		“=”								
		“T”								
NP040A										

Demo	Sample																												
6	8	3	9	5	4	1	7	2	1	4	8	2	7	6	9	3	5												
8	3	1	9	2	5	6	4	3	7	2	9	8	1	4	7	6	5												
9	1	2	4	7	2	5	6	9	5	8	6	4	3	1	7	8	3												
1	3	9	6	3	9	7	5	1	4	2	8	7	2	8	5	6	4												
7	6	4	1	3	2	8	1	7	9	2	5	3	4	8	6	5	9												
8	1	9	5	1	4	2	6	9	8	7	3	5	6	4	7	2	3												
3	6	8	9	1	8	4	7	5	2	9	6	7	1	5	2	3	4												
6	4	1	9	5	7	3	6	8	3	2	7	5	8	4	2	9	1												

6	4	1	9	5	7	3	6	8	3	2	7	5	8	4	2	9	1												
3	6	8	9	1	8	4	7	5	2	9	6	7	1	5	2	3	4												
8	1	9	5	1	4	2	6	9	8	7	3	5	6	4	7	2	3												
7	6	4	1	3	2	8	1	7	9	2	5	3	4	8	6	5	9												
1	3	9	6	3	9	7	5	1	4	2	8	7	2	8	5	6	4												
9	1	2	4	7	2	5	6	9	5	8	6	4	3	1	7	8	3												
8	3	1	9	5	1	4	2	6	9	8	7	3	5	6	4	7	2												
6	4	1	9	5	7	3	6	8	3	2	7	5	8	4	2	9	1												

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 <i>Factors Affecting Testing</i> section)								
<u>Total Number</u> 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
<u>Total Number</u> of incorrect marks (range = 0 to 18):							<i>another mark in code</i>										<i>rotation of correct mark</i>			
							<i>confabulated</i> (NOT another mark in code)										<i>not rotation of correct mark</i>			
																	<i>rotation of mark in code</i>			
																	<i>novel mark</i>			
<u>Total Number</u> left blank (range = 0 to 18):																				
<i>Correct pairs + Incorrect marks + Left blank must equal 18.</i>																				
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 <i>Factors Affecting Testing</i> 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						
<u>Total Number</u> of confabulated marks																				
<u>Total Number</u> of rotated marks																				
<u>Total Number</u> of repeated marks (within Free Recall Condition only)																				
Total Number of marks drawn by participant																				
<i>Present symbols + Confabulated marks + Rotated marks + Repeated marks must equal number of marks drawn by participant.</i>																				
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 <i>Factors Affecting Testing</i> section)		
Real Time Observations							
Participant rotated paper while inserting two or more numerals/numeral substitutes				0=No		1=Yes	
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	
Started to draw before told to begin				0 = No		1 = Yes	
				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 <u>on or outside</u> 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 <i>substituted for</i> one or more numerals				0 = No		1 = Yes	
Two 12's are present				0 = No		1 = Yes	
Duplication of number(s) (<i>other than 12</i>)				0 = No		1 = Yes	
Omission of number(s)				0 = No		1 = Yes	
Sequencing error(s) present (Note: This does <u>NOT</u> include <u>counter-clockwise</u> order (i.e., 1 in 11 position; 2 in 10 position, etc.), <u>omission of number(s)</u> , or <u>duplication of numbers(s)</u> .)				0 = No		1 = Yes	
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 <i>Factors Affecting Testing</i> section)		
Time Setting						
Is one hand correctly pointing to “7”? (If yes, go to <i>One hand correctly points to “4.”</i>)			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 <i>Number of hands.</i>)			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 <i>Other Observations</i> ; leave skipped items blank.)			0 No	1 Yes		
On the horizontal axis, the point of intersection of the hands is: <i>deviation of the origin of hands from center, template 3, if not deviated enter 0 mm</i>			0 Left	1 Center	2 Right	
On the vertical axis, the point of intersection of the hands is: <i>deviation of the origin of hands from center, template 3, if not deviated enter 0 mm</i>			0 Down	1 Center	2 Up	
Other Observations						
Started to draw before told to begin			0 = No	1 = Yes	8 = n/a	9=unknown
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. If you finish the first page, 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:

“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 <i>Factors Affecting Testing</i> 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 (SUBTRACTION)			
Total number INCORRECT (MULTIPLICATION)			
Qualitative Observations (totals across full time range)			
Errors	Frequency	Self Corrections	Frequency
Mis-read sign		Result is <i>correct</i>	
Calculation error (<i>Gross</i>)		Result is <i>incorrect</i>	
Calculation error (<i>1 number off</i>)		Starts before told to begin	0 No
Omission (<i>skipped</i>)			1 Yes
Reversals			
Perseveration (<i>e.g. 7-7=7</i>)			
NP042A			

1	2	3	4	5	6	7	8	9	10
10	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
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1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
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1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5	4	3	2	1	0	9
7	6	5	4	3	2	1	0	9	8
6	5	4	3	2	1	0	9	8	7
5	4	3	2	1	0	9	8	7	6
4	3	2	1	0	9	8	7	6	5
3	2	1	0	9	8	7	6	5	4
2	1	0	9	8	7	6	5	4	3
1	0	9	8	7	6	5	4	3	2
0	9	8	7	6	5	4	3	2	1
9	8	7	6	5	4	3	2	1	0
8	7	6	5						

Dataset name: vr_npd_2022_a_1471s ” «Id» «LName», «FName» «E_yr» NP Battery, Long Form (v.
04/17/2023)

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 <i>Factors Affecting Testing</i> section)	
Allow participant to stand for 30 seconds or until participant places leg down/opens eyes, whichever is <i>shorter</i> .			
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		

Spiral

You will use the following sheets to draw 1 spiral with each hand, for a total of 2 spirals. One spiral will go on each page. Use the digital pen to draw the spirals by beginning at the center of the page and slowly draw a spiral moving outward until you fill the entire page (show example).

Aim for circles that are about $\frac{1}{2}$ inch apart and try to keep the pen on the paper. You are allowed to hold the paper with your other hand if you need to. Please ensure that when you are drawing the spirals that:

- 1. The paper is resting on a flat surface (no tablecloths).**
- 2. You do not rest your wrist or forearm of your writing hand on the table.**
- 3. You are not holding/bracing your drawing hand for stability.**

Spiral Test		Check here if test NOT completed (record reason in <i>Factors Affecting Testing</i> section)	☐
Have participant start with their dominant hand. If participant is ambidextrous, have them begin with their right hand.			
Spiral Time for Right Hand:	____ : ____		
Spiral Score for Right Hand:	____		
Spiral Time for Left Hand:	____ : ____		
Spiral Score for Left Hand:	____		
Circle which hand they began with:			
Right 1	Left 2		

«Id» «LName», «FName» «E_yr»

NP Battery, Long Form (v. 04/17/2023)

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	1.5 = Mild – Moderate	4 = Cannot Determine <i>(If 4, describe reason)</i> 5 = CIND/Non- prog imp
	0.25 = Not Demented/MCI	2 = Moderately Demented	
	0.5 = MCI	2.5 = Moderate – Severe	
	1 = Mildly Demented	3 = Severely Demented	
Consent Status (circle one): - Fully competent to give own consent - 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). - Likely to require consent by substituted judgment as well as own informed consent - Incompetent to give informed consent OR has legally appointed guardian (needs consent by substituted judgment) - 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:	

Factors Affecting Testing, Notable Findings, Second Tester

Check here if there is no need to complete this section

CODES

1 = poor hearing

9 = refused

17 = environmental distraction (describe)

24 = administered on 2nd date of testing (note date)

31 = video/audio outage

2 = poor vision

10 = frustration

18 = experimenter discretion (describe)

25 = digital pen malfunction

32 = suspicion of cheating

3 = difficulty establishing set

11 = experimenter error

19 = other (describe)

26 = digital pen not used (describe)

33 = participant characteristics that interfere with virtual testing (explain)

4 = English not native language

12 = insufficient time

20 = difficulty maintaining set

27 = pen buzz

5 = physical limitation (describe)

13 = poor effort

21 = alternative administration (describe)

28 = Problems with connectivity

44 = valid summary score (describe)

6 = unresponsive to task

14 = disinterest/boredom

22 = learning/attn. disability

29 = Environmental factors

7 = fatigue

15 = depression

23 = head injury

30 = Laptop/Computer Issues

8 = unable to write

16 = anxiety

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	2 nd Tester (ID#)
Logical Memory: <i>Immediate</i>									
<i>Delayed</i>									
<i>Recognition</i>									
Visual Reproductions: <i>Immediate</i>									
<i>Delayed</i>									
<i>Recognition</i>									
Paired Associates: <i>Immediate</i>									
<i>Delayed</i>									
<i>Recognition</i>									
Digit Span Forward									
Digit Span Backward									
<i>"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.</i>									
NP044									

«Id» «LName», «FName» «E_yr»

NP Battery, Long Form (v. 04/17/2023)

Factors Affecting Testing, Notable Findings, Second Tester (continued)**CODES**

1 = poor hearing	9 = refused	17 = environmental distraction (describe)	24 = administered on 2 nd date of testing (note date)	31 = video/audio outage
2 = poor vision	10 = frustration	18 = experimenter discretion (describe)	25 = digital pen malfunction	32 = suspicion of cheating
3 = difficulty establishing set	11 = experimenter error	19 = other (describe)	26 = digital pen not used (describe)	33 = participant characteristics that interfere with virtual testing (explain)
4 = English not native language	12 = insufficient time	20 = difficulty maintaining set	27 = pen buzz	44 = valid summary score (describe)
5 = physical limitation (describe)	13 = poor effort	21 = alternative administration (describe)	28 = Problems with connectivity	
6 = unresponsive to task	14 = disinterest/boredom	22 = learning/attn. disability	29 = Environmental factors	
7 = fatigue	15 = depression	23 = head injury	30 = Laptop/Computer Issues	
8 = unable to write	16 = anxiety			

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	2 nd 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

«Id» «LName», «FName» «E_yr»

NP Battery, Long Form (v. 04/17/2023)

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)

27 = pen buzz

28 = Problems with connectivity

29 = Environmental factors

30 = Laptop/Computer Issues

31 = video/audio outage

32 = suspicion of cheating

33 = participant characteristics that interfere with virtual testing (explain)

44 = valid summary score (describe)

Test	Reason Test NOT Completed <i>(choose most relevant codes; max=3)</i>			Test WAS completed, but these factors may have affected performance			Notabl e (Code = 1)	Comments	2 nd Tester (ID#)
Digit Symbol: <i>Coding</i>									
<i>Incidental Learning</i>									
<i>Free Recall</i>									
Information									
Cookie Theft Writing Sample									
Pre-drawn Clock: <i>Numbers</i>									
<i>Time Setting</i>									
Math Fluency									
Balance Tests									
Spiral Test									
Factors affecting ENTIRE BATTERY									
NOTABLE factors that do NOT appear to have affected testing									
NP046									

«Id» «LName», «FName» «E_yr»

NP Battery, Long Form (v. 04/17/2023)