



National Institutes of Health

National Institute of Neurological Disorders and Stroke
National Institute on Aging

MarkVCID Neuropsychological Testing Battery Telephone Administration Worksheets

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MarkVCID Consortium

By the MarkVCID Clinical Data, Physiological Data & Cognitive Assessments Subcommittee (Deborah Blacker, MD, ScD, Chair) and Coordinating Center (PI Steven Greenberg, MD, PhD).

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MarkVCID – Telephone Battery

MoCA & Neuropsychological Testing Battery Worksheets

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**Before using these worksheets, please read the
MarkVCID Evaluator’s Instructions Manual for the Neuropsychological Testing Battery.**

Testing Environment Preparation & Hearing Assessment

Corresponds with NACC Recommendations for UDS Telephone-Administered Testing Form C2T (UDS 3)

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

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

"Do you usually have trouble hearing over the phone?"

☐ Yes

☐ No

"Can you hear me well enough?"

☐ Yes

☐ No

"Do you use a hearing device?"

☐ Yes

☐ No

If YES, **"Is it in place?"**

☐ Yes

☐ No

If NO, **"Would you please put it on?"**

☐ Yes

☐ No

"Would you please repeat the following statement, 'I have a cat so all I need is a dog.'"

Did participant correctly repeat statement?

☐ Yes

☐ No

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

Did participant correctly repeat sentence?

☐ Yes

☐ No

If YES, proceed with testing

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

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

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

Examinee's physical environment

Testing should be done with the examinee alone in a room. If someone else is there you should ask that they or the examinee leave the space. If other people enter the examinee's space, you may have to temporarily interrupt testing to ensure s/he gives the tasks their full attention.

Ask if the examinee to ensure they are comfortable and if the testing environment is as free of distractions as possible. Here is an example of text:

"Are you in a quiet place where you will not be disturbed for about ____ minutes?"

☐ Yes

☐ No

Core tests: 30 minutes

Core + Word List Recall tests: 45 minutes

Core + all optional tests: 1 hour

"Do you have pets that need to be taken care of before we begin?"

☐ Yes

☐ No

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

"Other than the phone you are using, do you have a cell phone, TV, radio or computer turned on in front of you?"

☐ Yes

☐ No

If YES, **"Can you turn them off so they won't distract you while we're working together?"**

"Do you have anyone nearby?"

☐ Yes

☐ No

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

“Do you need to use the bathroom or get a drink of water?”

☐ Yes

☐ No

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

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

“These tasks should only be done in your head, do you have any pencils, pens or paper in front of you now?”

☐ Yes

☐ No

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

“Do you have any calendars, or newspapers in sight or a watch with a date feature?”

☐ Yes

☐ No

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

Blind MoCA Worksheets

Corresponds with NACC Neuropsychological Battery Form C2T (UDS 3)

Subject ID _____

Date ____/____/____

Examiner's initials _____

MONTREAL COGNITIVE ASSESSMENT / MoCA-BLIND

Version 7.1 Original Version

Category Cue	Multiple Choice (Alternate)
Face	part of body
Velvet	type of fabric
Church	type of building
Daisy	type of flower
Red	a color
	nose, face, hand (foot)
	denim, cotton, velvet (satin)
	church, school, hospital (library)
	rose, daisy, tulip (lily)
	red, blue, green (yellow)

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

Administered by: _____

Insert the score for each item in the MarkVCID e-Case Report Form Blind MoCA (Montreal Cognitive Assessment)

Verbal Fluency – F-Word Worksheet

Corresponds with NACC Form C2 Neuropsychological Battery Scores (UDS 3)

This is the response form to record all responses or F-word fluency on the MoCA. Instructions for verbal fluency administration are included in the MoCA section of the MarkVCID Evaluator's Instructions Manual.

Say: **“Tell me as many words as you can think of that begin with a certain letter of the alphabet that I will tell you in a moment. You can say any kind of word you want, except for proper nouns (like Bob or Boston), numbers, or words that begin with the same sound but have a different suffix, for example, love, lover, loving. I will tell you to stop after one minute. Are you ready? [Pause] Now, tell me as many words as you can think of that begin with the letter F. [Time for 60 sec]. Stop.”**

PROMPTS:

If the subject pauses for 15 seconds:

Say **“Keep going.” – or – “What other words beginning with “F” can you think of?”**

If the subject gives three consecutive words that do not start with the designated letter (provide this prompt only once):

Say **“We are now using the letter F.”**

Complete the worksheet below and enter the scores here.

Record **F** responses:

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

SCORING

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

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

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

If number of correct F-words in 1 minutes is greater than or equal to 11, enter 1 on **MarkVCID e-Case Report Form Blind MoCA #12**, otherwise enter 0. Insert the three additional scores in the **MarkVCID e-Case Report Form NP Testing Battery #6b-d**.

Rules for single-item scoring and index score calculations for the MoCA*

			INDEX SCORES				
ITEMS	Points towards total score	Memory***	Executive	Attention/ concentration	Language	Visuospatial	Orientation
Memory: Registration (2 learning trials, total possible = 10)	0, not scored	–	–	Immediate recall, 2 trials total, max=10	–	–	–
Attention: Digits	2	–	2	2	–	–	–
Attention: Letter A	1	–	1	1	–	–	–
Attention: Serial 7s	3	–	3	3	–	–	–
Language: Repetition	2	–	–	2	2	–	–
Language: Fluency	1	–	1	–	1	–	–
Abstraction	2	–	2	–	–	–	–
Delayed Recall with no cue	5	=3x number words recalled freely (max=15)	–	–	–	–	–
Delayed Recall with category cue	0**	=2x number of words retrieved with category cue (max=10)	–	–	–	–	–
Delayed Recall, recognition	0**	=1x number of words recognized (max=5)	–	–	–	–	–
Orientation: date	1	–	–	–	–	–	1
Orientation: month	1	–	–	–	–	–	1
Orientation: year	1	–	–	–	–	–	1
Orientation: day	1	–	–	–	–	–	1
Orientation: place (name)	1	–	–	–	–	–	1
Orientation: city	1	–	–	–	–	–	1
Totals	22	15	9	18	3	N/A	6

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**The standard administration of the MoCA does not score category and recognition responses, even if administered.

***If all five words are freely recalled, then cued and category recall are not administered and the total score would be 15 (3 points for each word recalled). After free recall, category cues are given *only for items not recalled*. Each word correct with category cue is awarded 2 points. After category cues, only words not correct are then tested with recognition. Award 1 point for each word correct on recognition (max=5).

Craft Story 21 Recall (Immediate) Worksheets

Corresponds with NACC Form C2 Neuropsychological Battery Scores (UDS 3)

Subject ID _____

Date ____/____/____

Examiner's initials _____

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

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

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

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

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

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

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

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

Record time administration ended:

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

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

Insert the score in the MarkVCID e-Case Report Form NP Testing Battery #1b,c Craft Story 21 recall (immediate)

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

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

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

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

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

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Craft Story 21 RECALL (Immediate): Verbatim SCORING

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

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

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

SCORING

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

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #1b Craft Story 21 recall (immediate)**

GUIDELINES FOR PARAPHRASE SCORING, Craft Story 21

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

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

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #1c Craft Story 21 recall (immediate)**

Number Span Test (Forward & Backward) Instructions & Worksheets

Corresponds with NACC Form C2 Neuropsychological Battery Scores (UDS 3)

Number Span Test: Forward

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

SAY: "Repeat only the numbers I say each time." Then start with the test items. Read each item at a pace of 1 number per second.

Before each item, say, "Ready?"

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

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

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Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #3 Number Span test – Forward.**

Number Span Test: Backward

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

SAY: "Repeat only the numbers I say each time, backward, in reverse order." Then start with the test items. Read each item at a pace of 1 number per second. Before each item, say, "Ready?"

Stop testing after two consecutive failures of the same span length

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

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Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #4 Number Span test – Backward**.

Category Fluency Worksheets

Corresponds with NACC Form C2 Neuropsychological Battery Scores (UDS 3)

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

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

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

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

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

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

Worksheet for Category Fluency — Animals

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

Oral Trail Making Test Parts A & B Worksheets

Corresponds with NACC Neuropsychological Battery Form C2T (UDS 3)

Part A

Start timing as soon as you say "Begin." If a mistake is made, stop the participant and have them continue the series from the last correct number by saying: "[specific number] was the last correct number, please continue from there." Do not stop timing during corrections.

If the participant stops for 5 seconds or more before completing you may prompt with "Please keep going." If the participant does not recall where they are, provide the last correct response (e.g., "'14' was the last correct number, please continue from there.") and score as an error. After a further delay of 15 seconds or more, discontinue. Enter the appropriate reason code (95-98) from the key and leave total number of errors and correct responses blank. Allow a maximum of 100 seconds for this test. If the participant does not finish by 100 seconds, record the time to completion as 100.

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

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

Total number of errors: _____

Total number correct: _____

Time to completion: _____(maximum 100 seconds)

Part B

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

If participant makes a mistake, say "No, that was incorrect, it should be 1, A, 2, B, 3, C, 4". Allow participant to practice up to 3 attempts. Repeat instructions with guidance twice. If participant still does not understand, discontinue Part B and go on to the next task. Record the time to completion as "300," enter the appropriate reason code (95-98), and leave the total number of errors and correct responses blank.

P1:	1	A	2	B	3	C	4

P2:	1	A	2	B	3	C	4

P3:	1	A	2	B	3	C	4

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

Start timing as soon as you say “Begin”. Correct mistakes immediately by stopping participant and reorienting them to the last correct by saying: "You last said '[specific number] [specific letter], please continue from there.'" Do not stop timing during corrections. If the participant stops for 5 seconds or more before completing, you may prompt with “Please keep going”. If the participant does not recall where they are, provide the last correct response and score as an error. You can remind the participant “Number-Letter” to keep them on task. After a further delay of 15 seconds or more, discontinue and enter the appropriate reason code (95-98) from the key and leave the total number of errors and correct responses blank. Allow a maximum of 300 seconds to complete the test. If the participant is not finished by 300 seconds, score as 300 with total correct and errors recorded.

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

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

Total number of errors: _____

Total number correct: _____

Time to completion: _____(seconds)

Insert the score in the MarkVCID e-Case Report Form NP Testing Battery Oral Trail Making Test A: #12b and Test B #13b.

Verbal Naming Test

Corresponds with NACC MoCA-Blind, Neuropsychological Battery Form C2T (UDS 3)

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

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

	Say “WHAT IS THE NAME OF...” (can stop saying this after participant gets the nature of the task.)	√ if correct	PHONEMIC CUE	√ if correct
		10 sec		10 sec
1	The part of your shirt that goes around your neck		<u>C</u> ollar	
2	The thing you hold over your head when it rains		<u>U</u> mbrella	
3	The country where the Great Pyramids are		<u>E</u> gypt	
4	The animal in the desert with a hump on its back		<u>C</u> amel	
5	What you do when you put your nose up to a flower		<u>S</u> mell	
6	What a ship does if it can no longer float		<u>S</u> ink	
7	A structure you drive over to cross a river		<u>B</u> ridge	
8	A period of ten years		<u>D</u> ecade	
9	A small amount of money left for the waiter at a restaurant		<u>T</u> ip	
10	What you use to sweep the floor		<u>B</u> room	

11	A baby cat		K itten	
12	The item of clothing to wrap around your neck in the winter		S carf	
13	A piece of land surrounded by water		I sland	
14	What you do with a razor		S have	
15	A large animal in Africa with a trunk		E lephant	
16	What you use to chop wood		A x	
17	What you do to water to make it hot and steaming		B oil	
18	What you do with your money with charities or the church		D onate	
19	What ice does when it gets hot		M elt	
20	What you wipe your mouth with when eating		N apkin	
21	What you use to measure how many inches something is		R uler	
22	What you put your head on to sleep at night		P illow	
23	A long, severe snowstorm		B lizzard	
24	The part of your shirt that covers your arms		S leeves	
25	The tool used to collect leaves on the ground		R ake	
26	A pool of water on the ground		P uddle	
27	The kind of mountain that explodes with lava		V olcano	
28	The animal in Australia that hops around and has a pouch		K angaroo	

29	The African animal that's like a horse and has black and white stripes		<u>Z</u>ebra	
30	The person who works at a drugstore to fill prescriptions		<u>Pha</u>rmacist	
31	A device that measures the temperature		<u>Ther</u>mometer	
32	A collection of thousands of stars		<u>Gal</u>axy	
33	A device used to help you add and subtract numbers		<u>Cal</u>culator	
34	A moving set of stairs		<u>Es</u>calator	
35	What a fish uses to breathe		<u>Gil</u>ls	
36	What someone sings into to make their voice louder		<u>Mi</u>crophone	
37	What you do to a pencil or knife when it becomes dull		<u>Shar</u>pen	
38	A place people go to gamble money		<u>Cas</u>ino	
39	A small hill made of sand		<u>Dun</u>e	
40	What a horse does when it runs really fast		<u>Gal</u>lop	
41	A toy that has a string and floats in the air when it is windy		<u>Ki</u>te	
42	A baby cow		<u>Cal</u>f	
43	An animal in Africa with a very long neck		<u>Gir</u>affe	
44	What you wear while cooking that prevents food from getting on your clothes		<u>A</u>pron	
45	A book that is made up of different maps		<u>At</u>las	
46	A desert plant that has spikes.		<u>Ca</u>ctus	

47	The poison a snake uses to kill its prey.		V enom	
48	The document you receive when you graduate from high school.		D iploma	
49	A kitchen appliance that cleans plates and glasses.		D ishwasher	
50	The river in Egypt that is one of the longest in the world		N ile	
	TOTAL CORRECT WITHOUT CUE		TOTAL CORRECT WITH CUE	

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

For normative data, please see: Wynn MJ, Sha AZ, Lamb K, Carpenter BD, Yochim BP. Performance on the Verbal Naming Test among healthy, community-dwelling older adults. *The Clinical Neuropsychologist*. 2019.

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

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery Verbal Naming Test #11b,c.**

Craft Story 21 Recall (Delayed) Worksheets

Corresponds with NACC Form C2 Neuropsychological Battery Scores (UDS 3)

Subject ID _____

Date ____/____/____

Examiner's initials _____

Craft Story 21 Recall (Delayed)

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

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

If the subject does not recall the story or having been told a story, make a note as indicated below and SAY: "It was a story about a boy. Can you tell it to me now?"

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

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

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

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

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

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

Record time administration began:

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

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

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

Cue ("boy") needed: ____ No ____ Yes

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Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #2b-e Craft Story 21 recall (delayed)**

CRAFT STORY 21 RECALL (DELAYED): VERBATIM SCORING

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

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

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

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #2b Craft Story 21 recall (delayed)**

GUIDELINES FOR PARAPHRASE SCORING, CRAFT STORY 21

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

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

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #2c (craft story 21 recall, delayed)**

Word List Learning with Immediate/Delay/Recognition Worksheets

(Corresponds with CVLT, CVLT-SF, HVL, SEVL (SPANISH))

***This manual does NOT contain administration and scoring instructions for the
CVLT, CVLT-SF, HVL, or SEVL.***

***Please contact your site neuropsychologist or psychometrician for additional instructions specific to
your site's practices.***

Clinical Dementia Rating Instructions & Worksheets

Corresponds with NACC Form B4 (UDS 3)

This form is to be completed by the clinician or other trained health professional, based on co-participant report and behavioral and neurological exam of the subject. In the extremely rare instances when no co-participant is available, the clinician or other trained health professional must complete this form using all other available information and his/her best clinical judgment. Score only as decline from previous level due to cognitive loss, not impairment due to other factors, such as physical disability.

SECTION 1: Standard CDR

CDR (CLINICAL DEMENTIA RATING)					
Was the CDR administered? <input type="checkbox"/> No <input type="checkbox"/> Yes If No, please provide the primary reason: <input type="checkbox"/> Physical problem <input type="checkbox"/> Verbal refusal <input type="checkbox"/> Cognitive/behavior problem <input type="checkbox"/> Other problem (specify): _____					
Date of Evaluation: ____ / ____ / ____ (MM/DD/YYYY)					
Section 1: Standard CDR					
Please enter score below:	IMPAIRMENT				
	None – 0	Questionable – 0.5	Mild – 1	Moderate – 2	Severe – 3
1. Memory ____ . ____	No memory loss, or slight inconsistent forgetfulness	Consistent slight forgetfulness; partial recollection of events; “benign” forgetfulness	Moderate memory loss, more marked for recent events; defect interferes with everyday activities	Severe memory loss; only highly learned material retained; new material rapidly lost	Severe memory loss; only fragments remain
2. Orientation ____ . ____	Fully oriented	Fully oriented except for slight difficulty with time relationships	Moderate difficulty with time relationships; oriented for place at examination; may have geographic disorientation elsewhere	Severe difficulty with time relationships; usually disoriented to time, often to place	Oriented to person only
3. Judgment and problem solving ____ . ____	Solves everyday problems, handles business and financial affairs well; judgment good in relation to past performance	Slight impairment in solving problems, similarities, and differences	Moderate difficulty in handling problems, similarities, and differences; social judgment usually maintained	Severely impaired in handling problems, similarities, and differences; social judgment usually impaired	Unable to make judgments or solve problems
4. Community affairs ____ . ____	Independent function at usual level in job, shopping, volunteer and social groups	Slight impairment in these activities	Unable to function independently at these activities, although may still be engaged in some; appears normal to casual inspection	No pretense of independent function outside the home; appears well enough to be taken to functions outside the family home	No pretense of independent function outside the home; appears too ill to be taken to functions outside the family home
5. Home and hobbies ____ . ____	Life at home, hobbies, and intellectual interests well maintained	Life at home, hobbies, and intellectual interests slightly impaired	Mild but definite impairment of function at home; more difficult chores abandoned; more complicated hobbies and interests abandoned	Only simple chores preserved; very restricted interests, poorly maintained	No significant function in the home
6. Personal care ____ . 0	Fully capable of self-care (= 0).		Needs prompting	Requires assistance in dressing, hygiene, keeping of personal effects	Requires much help with personal care; frequent incontinence effects
7. <u>Auto-calculated</u> Standard CDR Sum of Boxes					
8. ____ . ____ STANDARD GLOBAL CDR use calculator: https://www.alz.washington.edu/cdrnacc.html					

CDR SECTION 2:

Section 2: Supplemental CDR					
Please enter score below:	IMPAIRMENT				
	None – 0	Questionable – 0.5	Mild – 1	Moderate – 2	Severe – 3
9. Behavior, comportment, and personality ____ . ____	Socially appropriate behavior	Questionable changes in comportment, empathy, appropriateness of actions	Mild but definite changes in behavior	Moderate behavioral changes, affecting interpersonal relationships and interactions in a significant manner	Severe behavioral changes, making interpersonal interactions all unidirectional
10. Language ____ . ____	No language difficulty, or occasional mild tip-of-the tongue	Consistent mild word-finding difficulties; simplification of word choice; circumlocution; decreased phrase length; and/or mild comprehension difficulties	Moderate word-finding difficulty in speech; cannot name objects in environment; reduced phrase length and/or agrammatical speech and/or reduced comprehension in conversation and reading	Moderate to severe impairments in either speech or comprehension; has difficulty communicating thoughts; writing may be slightly more effective	Severe comprehension deficits; no intelligible speech

Insert each score in the **MarkVCID e-Case Report Form CDR** section.
 To calculate the **Standard Global CDR**, please use the following calculator: <https://www.alz.washington.edu/cdrnacc.html>
Enter the Calculated Global CDR in the space provided.

Subject ID _____

Date ____/____/____

Examiner's initials _____

Geriatric Depression Scale (short form)

Instructions: Circle the answer that best describes how you felt over the past week.

- | | | |
|---|-----|----|
| 1. Are you basically satisfied with your life? | yes | no |
| 2. Have you dropped many of your activities and interests? | yes | no |
| 3. Do you feel that your life is empty? | yes | no |
| 4. Do you often get bored? | yes | no |
| 5. Are you in good spirits most of the time? | yes | no |
| 6. Are you afraid that something bad is going to happen to you? | yes | no |
| 7. Do you feel happy most of the time? | yes | no |
| 8. Do you often feel helpless? | yes | no |
| 9. Do you prefer to stay at home, rather than going out and doing things? | yes | no |
| 10. Do you feel that you have more problems with memory than most? | yes | no |
| 11. Do you think it is wonderful to be alive now? | yes | no |
| 12. Do you feel worthless the way you are now? | yes | no |
| 13. Do you feel full of energy? | yes | no |
| 14. Do you feel that your situation is hopeless? | yes | no |
| 15. Do you think that most people are better off than you are? | yes | no |

Input the patient's response in the **MarkVCID e-Case Report Form GDS section**. Items will auto-calculate to generate a total score.
Any missing responses will **NOT ALLOW** a total score to be calculated.

Validity of Participant's Responses

VALQ1. How valid do you think the participant's responses are?

- A. Very valid, probably accurate indication of participant's cognitive abilities (STOP)
- B. Questionably valid, possibly inaccurate indication of participant's cognitive abilities (Go to VALQ2)
- C. Invalid, probably inaccurate indication of participant's cognitive abilities (Go VALQ2)

VALQ2. What makes this participant's responses less valid?

- a. Hearing impairment
- b. Distractions
- c. Interruptions
- d. Lack of effort or disinterest
- e. Fatigue
- f. Emotional Issues
- g. Other (specify: _____)