



National Institutes of Health

National Institute of Neurological Disorders and Stroke  
National Institute on Aging

## MarkVCID Neuropsychological Testing Battery Video Administration Worksheets

Version 1.0, Nov 2020  
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).

Based in substantial part on the Uniform Data Set 3.0 of the National Alzheimer's Coordinating Center. Reproduced with permission. Copyright 2006, 2008, 2015, 2017 University of Washington. Created and published by the ADC Clinical Task Force (John C. Morris, MD, Chair) and the National Alzheimer's Coordinating Center (U01 AG 016976 - Walter A. Kukull, PhD, Director).

The MarkVCID Consortium is funded by the National Institutes of Health through the National Institute of Neurological Disorders and Stroke and National Institute on Aging (Cooperative Agreement U24NS100591).

**MarkVCID – Video Battery**  
**MoCA & Neuropsychological Testing Battery Worksheets**

Table of Contents

Testing Environment Preparation & Hearing Assessment.....	2
Blind MoCA Worksheets .....	4
Verbal Fluency – F-Word Worksheet .....	5
Craft Story 21 Recall (Immediate) Worksheets .....	7
Number Span Test (Forward & Backward) Instructions & Worksheets .....	10
Category Fluency Worksheets .....	12
Oral Trail Making Test Parts A & B Worksheets .....	14
Multilingual Naming Test (MINT) Worksheets .....	16
Craft Story 21 Recall (Delayed) Worksheets .....	18
Word List Learning with Immediate/Delay/Recognition Worksheets .....	21
Clinical Dementia Rating Instructions & Worksheets .....	22
CDR (CLINICAL DEMENTIA RATING) .....	22
Section 1: Standard CDR.....	22
Section 2: Supplemental CDR.....	23
Geriatric Depression Scale (GDS) Worksheet.....	24
Validity of Participant’s Responses .....	25

*Based in substantial part on the Uniform Data Set 3.0 Neuropsychological Battery of the National Alzheimer’s Coordinating Center. Reproduced with Permission. Copyright 2006, 2008, 2015, 2017 University of Washington. Created and published by the ADC Clinical Task Force Copyright© 2006, 2008, 2015 University of Washington. Created and published by the ADC Clinical Task Force (John C. Morris, MD, Chair) and the National Alzheimer’s Coordinating Center (U01 AG 016976 - Walter A. Kukull, PhD, Director).*

*The MarkVCID Consortium is funded by the National Institutes of Health through the National Institute of Neurological Disorders and Stroke and National Institute on Aging (Cooperative Agreement U24NS100591)*

**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)

**Technology:** Make sure the participant is using a device with a large enough screen (at least 9.75" diagonal) to be able to view the visual stimuli clearly. If the participant is using a tablet, make sure it is appropriately secured/supported with a stand to allow hands-free testing for participant and the battery is charged for the session. Cell phones and iPad minis are not recommended.

For both examiner and participant, make sure your camera is capturing your full face and lighting is optimized to be able to clearly see one another over the screen.

**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 video."**

**"Do you usually have trouble hearing over video calls?"**

☐ 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 video call 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	nose, face, hand (foot)
Velvet	type of fabric	denim, cotton, velvet (satin)
Church	type of building	church, school, hospital (library)
Daisy	type of flower	rose, daisy, tulip (lily)
Red	a color	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						
<b>ATTENTION</b> 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 clap with their hands visible 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 $\geq 2$ 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
<b>LANGUAGE</b> <b>Repeat:</b> 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
<b>Fluency</b> / Name maximum number of words in one minute that begin with the letter F. [ ] _____ (N $\geq 11$ words)							___/ 1
<b>ABSTRACTION</b> Similarity between e.g. banana - orange = fruit [ ] train - bicycle [ ] watch - ruler							___/ 2
<b>DELAYED RECALL</b>	Has to recall words	FACE	VELVET	CHURCH	DAISY	RED	Points for UNCUED recall only ___/ 5
	<b>With no cue</b>	[ ]	[ ]	[ ]	[ ]	[ ]	
<b>Optional</b>	Category cue						
	Multiple choice cue						
<b>ORIENTATION</b> [ ] Date [ ] Month [ ] Year [ ] Day [ ] Place [ ] City							___/ 6
© Z. Nasreddine MD <a href="http://www.mocatest.org">www.mocatest.org</a> Normal $\geq 18 / 22$							<b>TOTAL</b> ___/ 22 Add 1 point if $\leq 12$ yr edu

Administered by: \_\_\_\_\_

Insert the score for each item in the MarkVCID e-Case Report Form 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\*

ITEMS	Points towards total score	Memory***	INDEX SCORES				
			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
<b>Totals</b>	<b>22</b>	<b>15</b>	<b>9</b>	<b>18</b>	<b>3</b>	<b>N/A</b>	<b>6</b>

\*©Ziad Nasreddine MD 2004. MoCA® is a registered trademark property of Neurosearch Développements Inc. and is used under license. Form created as part of the National Alzheimer's Coordinating Center Uniform Data Set, copyright 2013 University of Washington.

\*\*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.

Reproduced by permission of the author, Suzanne Craft, PhD; do not copy or distribute without author's permission. Form created as part of the Uniform Data Set of the National Alzheimer's Coordinating Center, copyright ©2013 University of Washington.



**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	
<b>Total</b>	

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

Subject ID \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Examiner's initials \_\_\_\_\_

## Number Span Test: Forward

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

SAY: "Repeat only the numbers I say each time." Then start with the test items. 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:			_____

Reproduced by permission of the author, Joel Kramer, PsyD; do not copy or distribute without author's permission. Form created as part of the Uniform Data Set of the National Alzheimer's Coordinating Center, copyright ©2013 University of Washington.

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:			_____

Reproduced by permission of the author, Joel Kramer, PsyD; do not copy or distribute without author's permission. Form created as part of the Uniform Data Set of the National Alzheimer's Coordinating Center, copyright ©2013 University of Washington.

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)

Subject ID \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Examiner's initials \_\_\_\_\_

### Category Fluency

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

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

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

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

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

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

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #5 Category Fluency – Animals**.

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)

Subject ID \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Examiner's initials \_\_\_\_\_

## Part A

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

Start timing as soon as you say “Begin.” If a mistake is made, stop the participant and have them continue 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: \_\_\_\_\_(maximum 300 seconds)

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

## Multilingual Naming Test (MINT) Worksheets

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

Subject ID \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Examiner's initials \_\_\_\_\_

**Note:** Use corresponding PowerPoint for MINT pictures of objects

### Instructions and Cueing

**SAY:** "I am going to show you some pictures of objects, one at a time. Please tell me the name of each object, that is, tell me what it is called. If you cannot think of the name try to make your best guess. If you don't know what the object is, I will try to help you. Do you have any questions?"

Share screen with participant to display MiNT stimuli. Stop testing after six consecutive failures.

Item #	English	Semantic cue	Spontaneous response(s)	Uncued	Semantic cue		Phonemic cue	
				correct	correct	incorrect	correct	incorrect
1	<b>Butterfly</b>	an insect						
2	<b>Glove</b>	an article of clothing						
3	<b>Lightbulb</b>	used to see better and is turned on electrically						
4	<b>Watch</b>	used to tell the time						
5	<b>Candle</b>	is used in the dark to make light						
6	<b>Clown</b>	found in a circus						
7	<b>Kite</b>	a toy that uses the wind to make it fly						
8	<b>rainbow</b>	it's colorful and is found in the sky after it rains						
9	<b>Witch</b>	a woman with magical powers						
10	<b>Seesaw</b>	found on a playground						
11	<b>Flashlight</b>	used to see better and is battery- operated						
12	<b>Peacock</b>	a bird						
13	<b>Snail</b>	an animal						
14	<b>Whale</b>	an ocean animal						
15	<b>Cage</b>	an enclosure for animals						
16	<b>nest</b>	it's where birds lay their eggs						

Item #	English	Semantic cue	Spontaneous Response(s)	Uncued	Semantic cue		Phonemic cue	
				correct	correct	incorrect	correct	incorrect
17	<b><u>P</u>lug</b>	found on electronic devices						
18	<b><u>W</u>ig</b>	it's worn on the head						
19	<b><u>S</u>crew</b>	it's like a nail but it grooves into wood or a wall						
20	<b><u>S</u>carf</b>	clothing worn on the neck						
21	<b><u>W</u>ell</b>	used to obtain water						
22	<b><u>D</u>ustpan</b>	used to remove dust and trash						
23	<b><u>P</u>a rachute</b>	used to jump from airplane						
24	<b><u>B</u>lind</b>	used to block out light						
25	<b><u>H</u>inge</b>	part of a door						
26	<b><u>F</u>unnel</b>	used for pouring liquid from one container to another						
27	<b><u>G</u>auge</b>	used to measure air pressure						
28	<b><u>P</u>orthole</b>	found on a ship						
29	<b><u>A</u>nvil</b>	used for shaping metal						
30	<b><u>M</u>ortar</b>	used to grind different substances						
31	<b><u>P</u>estle</b>	used to grind different substances						
32	<b><u>A</u>xle</b>	a supporting shaft on which wheels revolve						

### SCORING:

1.0 point for each correct answer under Uncued or Semantic columns, 0.0 points for correct answer under Phonemic column

- a. Total correct without a cue ("Uncued" column): \_\_\_\_\_
- b. Total correct with a semantic cue given ("Semantic" column): \_\_\_\_\_
- c. Total correct (sum of a+b, maximum of 32): \_\_\_\_\_

Insert the score in the **MarkVCID e-Case Report Form NP Testing Battery #9 Multilingual Naming Test**

## 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

Reproduced by permission of the author, Suzanne Craft, PhD; do not copy or distribute without author's permission. Form created as part of the Uniform Data Set of the National Alzheimer's Coordinating Center, copyright ©2013 University of Washington

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	
<b>TOTAL</b>	

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

## 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.

# 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: \_\_\_\_\_)