

Name _____ Gender _____

Grade _____ Examiner _____

Year Month Day

Date of Test

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Date of Birth

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Age

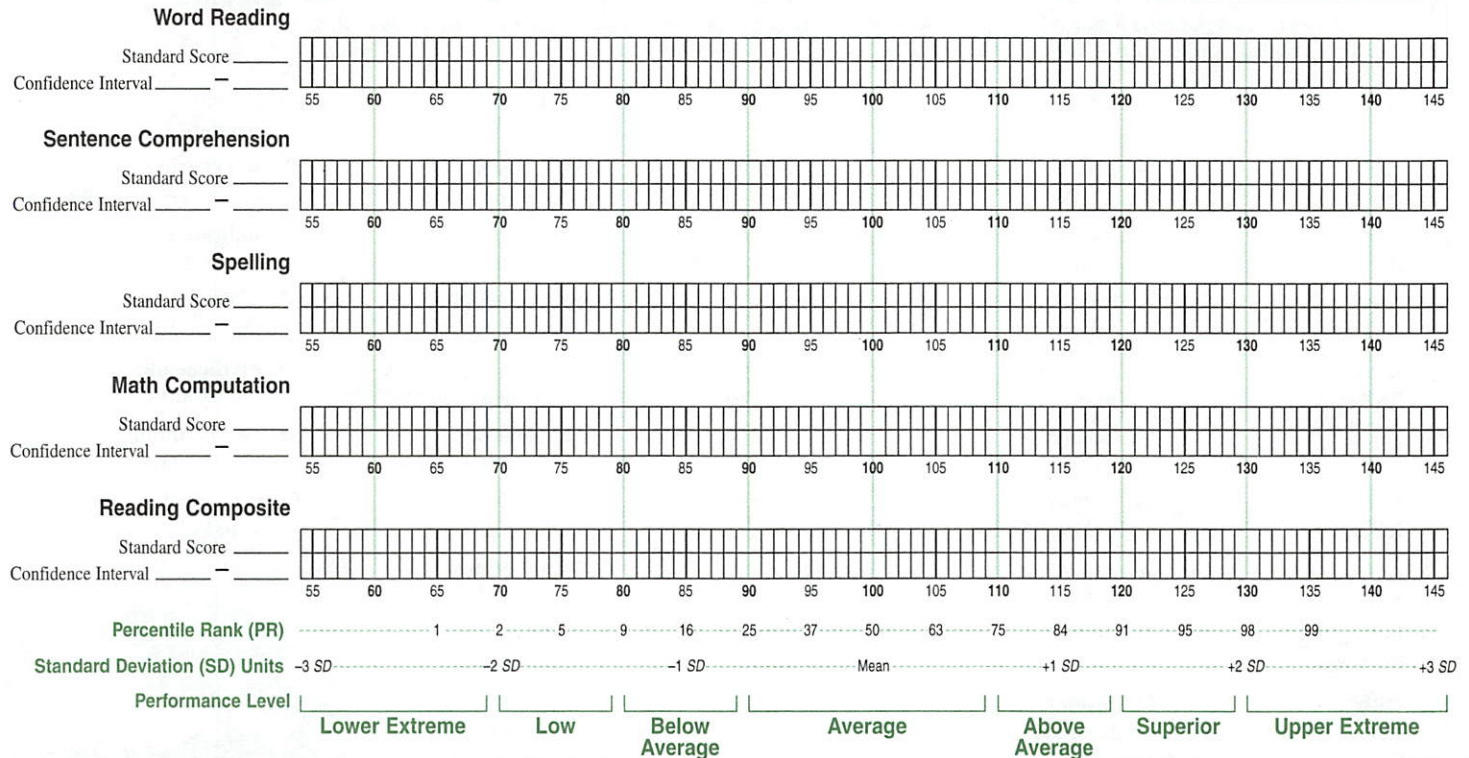
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Score Summary Table

Subtest/Composite	Raw Score	Standard Score	Confidence Interval	%ile Rank	Optional Scores
		Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade (<input type="checkbox"/> Fall, <input type="checkbox"/> Spring)	<input type="checkbox"/> 85% <input type="checkbox"/> 90% <input type="checkbox"/> 95%		<input type="checkbox"/> Grade Equivalent <input type="checkbox"/> NCE <input type="checkbox"/> Stanine
Word Reading			_____ - _____		
Sentence Comprehension			_____ - _____		
Spelling			_____ - _____		
Math Computation			_____ - _____		
Reading Composite*			_____ - _____		

*Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

Standard Score Profile



Standard Score Comparison Table

Score Comparisons > = < (circle one)	Score Difference	Significance Level	Prevalence in Standardization Sample
Word Reading <input type="checkbox"/> > = < <input type="checkbox"/> Sentence Comprehension		ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Word Reading <input type="checkbox"/> > = < <input type="checkbox"/> Spelling		ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Word Reading <input type="checkbox"/> > = < <input type="checkbox"/> Math Computation		ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Sentence Comprehension <input type="checkbox"/> > = < <input type="checkbox"/> Spelling		ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Sentence Comprehension <input type="checkbox"/> > = < <input type="checkbox"/> Math Computation		ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%
Spelling <input type="checkbox"/> > = < <input type="checkbox"/> Math Computation		ns .15 .10 .05 .01	>25% 25% 20% 15% 10% 5% 1%

WORD READING SUBTEST

AGES 7 OR YOUNGER: Administer Part 1: Letter Reading first, followed by Part 2: Word Reading. Discontinue testing if a Participant has responded incorrectly to 10 consecutive items (*10 RULE*).

AGES 8 OR OLDER: Administer Part 2: Word Reading first. Discontinue the Word Reading section if the Participant has answered 10 consecutive items incorrectly (*10 RULE*). If the Participant has correctly answered 5 or more items on the Word Reading section before meeting the discontinuing criterion, do not administer the preliminary Letter Reading section. If the Participant did not answer at least 5 items correctly on the Word Reading section, then administer Part 1: Letter Reading (*5 RULE*).

Part 1: Letter Reading Administration Instructions

After handing the Participant the Green Word Reading List, say, **I want you to look at the letters on this line.** (Point to the row of letters at the top of the card) **Read to me the letters one-by-one across the line.** After the Participant has finished, say, **That's all. Now let's do something different.**

A (1) **B** (2) **O** (3) **S** (4) **E** (5) **R** (6) **T** (7) **H** (8) **U** (9) **P** (10) **I** (11) **V** (12) **Z** (13) **J** (14) **Q** (15)

Part 2: Word Reading Administration Instructions

After handing the Participant the Green Word Reading List, say, **Look at each of these words carefully.** (Point to the words) **Read the words across the page so I can hear you. When you finish the first line, go right on to the second line, and so on down the page until you finish or I tell you to stop. Read slowly and say the words clearly.** Allow 10 seconds for the Participant to respond to each word. If there is no response after 10 seconds, say, **OK, try the next one.** If you did not hear a word clearly, say, **I could not hear you clearly. Please say the word again just as you did the first time.** When the Participant has finished the Word Reading section, say, **That's all. Good job. Thanks. Now we are going to do something else.**

1. see
see
2. red
red
3. milk
milk
4. was
wuz, woz
5. then
then
6. jar
jahr
7. letter
let-er
8. city
sit-ee
9. between
bi-tween
10. cliff
klif
11. listen
lis-ēn
12. wrap
rap

13. plot
plot
14. grunt
grunt
15. sour
sowr
16. huge
hyooj
17. privilege
priv-i-lij
18. license
li-sēns
19. humidity
hyoo-mid-i-tee
20. gadget
gaj-it
21. tough
tuf
22. residence
rez-i-dēns
23. urge
urj
24. clarify
klar-i-fi

25. rancid
ran-sid
26. suspicion
sū-spish-ōn
27. conspiracy
kōn-spir-ā-see
28. deny
di-nī
29. miscellaneous
mis-ē-lay-ni-ūs
30. quarantine
kwor-ān-teen
31. deteriorate
di-teer-i-ō-rayt
32. concoct
kōn-kokt
33. coincide
ko-in-sid
34. mosaic
moh-zay-ik
35. debris
dē-bree
36. rudimentary
roo-di-men-te-ree

37. novice
nov-is
38. longevity
lon-jev-i-tee
39. rescinded
ri-sind-ed
40. audacious
aw-day-shūs
41. extemporaneous
ik-stem-po-ray-ni-ūs
42. protuberance
proh-too-bē-rāns
43. diminutive
di-min-yū-tiv
44. factitious
fak-tish-ūs
45. regime
rē-zheem
46. predilection
pred-i-lek-shōn
47. lubrication
loo-kyuu-bray-shōn
48. sanguine
sang-gwin

49. puerile
pyoo-ē-ril
50. internecine
in-tēr-nee-seen, -nes-eeen
51. ubiquitous
yoo-bik-wi-tūs
52. regicidal
rej-i-sī-dāl
53. inefficacious
in-ēf-i-kay-shūs
54. epithalamion
ep-i-thā-lay-mi-ōn
55. synecdoche
si-nek-dō-kee

Letter Reading Raw Score /15

Word Reading Raw Score* /55

Word Reading Total Raw Score /70

Next administer the Sentence Comprehension subtest, if applicable.
*Use this value for determining starting point on Sentence Comprehension subtest.

SPELLING SUBTEST

AGES 7 OR YOUNGER: Administer Part 1: Letter Writing first, followed by Part 2: Spelling. The Spelling section must be administered individually for participants ages 7 and younger. On the Spelling section, the test should be discontinued after the Participant spells 10 consecutive words incorrectly (*10 RULE*).

AGES 8 OR OLDER: Administer Part 2: Spelling first. Discontinue if 10 consecutive errors have been made (*10 RULE*). If the Participant has correctly spelled 5 or more items on the Spelling section before meeting the discontinuing criterion, the preliminary Letter Writing section should not be administered. If the Participant does not spell at least 5 words correctly on the Spelling section, then administer Part 1: Letter Writing (*5 RULE*).

GREEN SENTENCE COMPREHENSION TEST FORM

Name _____ Gender _____

Grade _____ Examiner _____

	Year	Month	Day
Date of Test			
Date of Birth			
Age			

STARTING POINT

➤ The starting point for the Sentence Comprehension subtest depends upon the obtained Part 2: Word Reading Raw Score. Use the table to the right, and circle the corresponding Word Reading Raw Score to determine the starting point.

Note. Do not administer Sentence Comprehension if the Participant obtained a Part 2: Word Reading Raw Score ≤ 4 .

Part 2: Word Reading Raw Score	Sentence Comprehension Starting Point (Item)	Sample items to be administered
≤ 4	DO NOT ADMINISTER	—
5-20	A (1)	S-1, S-2, S-3
21-25	B (10)	S-1, S-2, S-3
26-31	C (15)	S-4, S-5
32-36	D (20)	S-4, S-5
37-41	E (25)	S-6, S-7
≥ 42	F (31)	S-6, S-7

5/7 RULES: If the Participant does not answer the first 5 items administered correctly, test backwards (reverse direction) from the starting item until he or she obtains 5 consecutive correct answers (*5 RULE*). Then return to the last item administered before starting to test backwards and administer the next item. Continue testing, one item at a time, until the Participant answers 7 consecutive items incorrectly (*7 RULE*) or completes item 50. When the Participant answers 7 consecutive items incorrectly, the discontinue criterion has been met, and testing is discontinued.

Administration Instructions for Starting Point A or B

Hand the Sentence Comprehension Sample Card to the Participant and say, **Now I would like to see how well you can read some sentences. First, let's try some samples. Look at this sample.** (Point to S-1) **Read the two sentences to yourself.** (Pause) **What word goes in the blank at the end of the sentence?** (Pause for response) Then say, **OK, "week" goes in the blank. The sentences say "Our school opened a week ago. Our school has been open one BLANK."** "Week" is the word that goes in the blank to finish the sentence.

Now read this next one. (Point to S-2 and pause) **The sentences say "The bus was completely full. There was not one empty BLANK."** What word goes in the blank? (Pause for response) **OK, "seat" is the correct answer. Other possible answers are "space" and "place."** When you can think of more than one word that fills a blank correctly, say the one that you think of first. You do not need to say all of the words that come to mind, just say one word to complete the sentence correctly.

Now go ahead and read the next sample. (Point to S-3 and pause) **The sentence says "When the boy saw something fall out of his lunch bag, he quickly reached down to BLANK his cookie off the floor."** What word goes in the blank? (Pause for response) There are several words you might have chosen, "get" and "take" both fit. The two words "pick up" also fit. This sentence is different because two words together like "pick up" will also complete the sentence correctly. Both words have to be used because neither one by itself completes the meaning of the sentence correctly.

Now I am going to ask you to read more sentences on this card. (Hand the Green Sentence Comprehension Card to the Participant) **Read each sentence to yourself carefully and try to think of ONE word that completes the meaning of the sentence. If you can think of two short words like "pick up" in the sentence we just did, you may say them.**

STARTING POINT F

Item	Correct Response	Incorrect Response	Score (Circle one)
31. In ancient cultures, members of the ruling family wore unique garments so that people could _____ them from others at first sight.	tell, differentiate, determine, detect, discriminate, discern, distinguish, identify, know, notice, recognize, see, separate, spot, (any response denoting recognition, identification, or differentiation)		0 1
32. Having been transported away on the fanciful wings of song by the end of the soloist's performance, the audience broke into thunderous applause and loud cheers after a brief period of total _____.	silence, awe, calm(ness), quiet, speechlessness, stillness, tranquility	exuberance	0 1
33. Ice cubes, which are formed when water is placed in a freezer, will return to their liquid _____ if kept at room temperature long enough.	state, condition, form, phase, stage	formation, shape	0 1
34. The foods available in Hanoi restaurants include not only native Vietnamese dishes, but also Chinese, French, and American choices, among others, which came as a complete surprise to the Americans making their first _____ to Vietnam.	trip, visit, journey, trek, voyage	appearance	0 1
35. The streets in the business district of the city are so crowded that drivers must be careful to avoid _____ with one another to ensure their own safety as well as that of pedestrians.	accidents, bumping, colliding/collision(s), contact, a crash, crashes, crashing, hitting, wrecks	brushing	0 1
36. From steam locomotives to space shuttles, our methods of _____ have advanced rapidly in a relatively short period of time.	transportation, travel(ing), going places	commuting, exploration, technology	0 1
37. From their observatory, the astronomers watched with anticipation for the comet to streak _____ the night sky.	across, through	by, in, over, past	0 1
38. The great clipper ships of the nineteenth century were powered by wind, and with a strong wind filling their magnificent sails, they could reach a _____ of fifteen nautical miles per hour.	speed, velocity, maximum	high, power, upwards	0 1
39. Before starting to paint, the artist got all of his materials together, then _____ a new canvas on the easel.	affixed, arranged, attached, got, hung, mounted, placed, positioned, prepared, set, stretched, tack(ed), used, (any response denoting placement of a new canvas on the easel)	made, started	0 1
40. Jigsaw puzzles challenge our ability to analyze different shapes and determine how they fit together, or interlock, whereas crossword puzzles test our _____ of language.	knowledge, acquisition, command, comprehension, grasp, mastery, sense, skill(s), understanding, use	ability, form	0 1
41. Initially the physician thought the bacteria would endanger people by making them sick, but then she determined that the bacteria were actually _____ to them.	helpful/a help/helping, advantageous/an advantage, an aid, assets, beneficial, benign, compatible, essential, good, harmless/not harmful, no danger, safe, unharmed, useful (any response denoting beneficial or not harmful)	cur(e)/ing, native	0 1
42. Giant windmills are now used to _____ wind power into electric power.	turn, change, convert, generate, make, produce, switch, transfer, transform (any response denoting transformation or changing)	create, form, harness, channel	0 1

Note. Continue with item 43.

Item	Correct Response	Incorrect Response	Score (Circle one)
43. Even if you cannot appear in person with the other contestants, send the judges a videotape of your performance so that you can still _____ the talent contest.	be in, compete in, enter, join, participate in, [Q] take part in	attend, do, take part in, win	0 1
44. In order to reduce or prevent headaches, one might start by trying to identify foods that seem to cause the headaches and then attempt to _____ such foods.	abstain from, avoid, banish, cut back, discontinue, discard, dispose of, eliminate, exclude, exempt, limit, not eat, reject, restrain from, stop/stop eating, throw out/away, [Q] get rid of	destroy, isolate, get rid of	0 1
45. The readers enjoyed the story about Abraham Lincoln's childhood so much that the publisher will include more biographical articles in future _____ of the magazine.	issues, columns, copies, editions, features, installments, pages, publications, sections, volumes, writings, (any response denoting future editions or sections of the magazine)	articles, stories	0 1
46. The movie reviewer warned the public that the latest box-office hit was unsuitable for people of all ages, because it contained several cleverly staged scenes in which buildings toppled, roadways buckled, and the major characters sustained injuries all as a direct _____ of a realistically contrived massive earthquake.	result, aftermath, consequence, effect, impact, outcome, reaction, repercussion, toll, cost, (any response denoting the result or outcome of an earthquake)	cause, factor, hit, reflection, violation	0 1
47. Indian music is one of the oldest musical traditions in the world, having its _____ in the Vedic chants of the first millennium B.C.	roots, appearance, basis, beginning(s), birth, debut, derivation, genesis, inception, origin/ancestry, start, (any response denoting beginning or origin)	background, creation, culture, lyrics, records	0 1
48. Originally developed for mature readers with a limited scientific background, this dramatically illustrated book explaining different theories about the origin of the universe is so simply _____ that even children can understand these complex concepts.	written/wrote, worded, portrayed, presented, put, stated, (any response denoting or implying written presentation)	constructed, compiled, depicted, defined, designed, described, done, explained, made, put together, shown, structured, understandable	0 1
49. Because the land is arid in many parts of the world, scientists have developed innovative ways for both irrigating crops and conserving _____.	water/H ₂ O, aquatic (re)sources	energy, food, moisture, soil, them	0 1
50. "Once in a blue moon" is a phrase used to describe an event that rarely happens. If, instead of the usual one full moon, two full moons should occur during a month, the _____ full moon is called a blue moon.	second, additional, extra, latter, last	next, occasional, other	0 1

Scoring

The Sentence Comprehension Total Raw Score is obtained by counting the number of items scored correct and then adding that total to the number of items considered correct because they occur before the first item in the earliest set of 5 consecutive items answered correctly.

OR

An alternative procedure is to record the number of the last item administered. Next, record the total number of incorrect and omitted items between the first and last items administered. Then subtract the total number of errors/omissions from the last item administered.

$$\begin{array}{c} \square \\ \hline \end{array} + \begin{array}{c} \square \\ \hline \end{array} = \begin{array}{c} \square \\ \hline /50 \end{array}$$

Administered items scored as correct + Items before starting point = Sentence Comprehension Total Raw Score

$$\begin{array}{c} \square \\ \hline \end{array} - \begin{array}{c} \square \\ \hline \end{array} = \begin{array}{c} \square \\ \hline /50 \end{array}$$

Last item administered - Total number of incorrect/omitted items = Sentence Comprehension Total Raw Score

SPELLING SUBTEST

Part 2: Spelling

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 16. _____ | 31. _____ |
| 2. _____ | 17. _____ | 32. _____ |
| 3. _____ | 18. _____ | 33. _____ |
| 4. _____ | 19. _____ | 34. _____ |
| 5. _____ | 20. _____ | 35. _____ |
| 6. _____ | 21. _____ | 36. _____ |
| 7. _____ | 22. _____ | 37. _____ |
| 8. _____ | 23. _____ | 38. _____ |
| 9. _____ | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | |
| 14. _____ | 29. _____ | |
| 15. _____ | 30. _____ | |

Letter Writing Raw Score	<input type="text"/>
+	
Spelling Raw Score	<input type="text"/>
<hr/>	
Spelling Total Raw Score	<input type="text"/>

MATH COMPUTATION SUBTEST

Part 2: Math Computation

Write all answers in simplest form

1. $2 + 1 = \underline{\quad}$	2. $\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	3. $\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	4. Write the next number: 17, 18, 19, $\underline{\quad}$	5. $7 - \underline{\quad} = 3$
6. $\begin{array}{r} 51 \\ + 27 \\ \hline \end{array}$	7. $4 \times 2 = \underline{\quad}$	8. $\begin{array}{r} 497 \\ - 176 \\ \hline \end{array}$	9. $\begin{array}{r} 417 \\ + 534 \\ \hline \end{array}$	10. $15 \div 5 = \underline{\quad}$
11. $\begin{array}{r} 452 \\ 137 \\ + 245 \\ \hline \end{array}$	12. $\begin{array}{r} 512 \\ \times 3 \\ \hline \end{array}$	13. $\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$	14. Round 278 to the nearest ten. Answer $\underline{\quad}$	15. $1\frac{1}{2}$ hr. = $\underline{\quad}$ min.
16. $\begin{array}{r} 401 \\ - 74 \\ \hline \end{array}$	17. $\begin{array}{r} 34 \\ \times 21 \\ \hline \end{array}$	18. $\frac{3}{4} = \underline{\quad}\%$	19. Which is greater? Circle the answer. $\frac{7}{8}$ or $\frac{13}{15}$	20. $6^2 = \underline{\quad}$
21. $9\overline{)882}$	22. $3\overline{)17}$	23. Solve for n : $n - 13 = 25$ $n = \underline{\quad}$	24. $\$62 - \$5.70 = \$\underline{\quad}$	25. $\begin{array}{r} 809 \\ \times 47 \\ \hline \end{array}$

Part 2: Math Computation

Write all answers in simplest form

26. $\frac{5}{-3\frac{1}{3}}$	27. 20% of 120 = Answer _____	28. Write <, >, or = : $\frac{5}{8}$ 58%	29. $12 \overline{)966}$	30. Solve for s: $\frac{3}{s} = \frac{100}{300}$ s = _____
31. Solve for p: $\frac{p}{2} + 2 = 12$ p = _____	32. $4\frac{5}{6}$ $3\frac{1}{3}$ $+2\frac{1}{2}$	33. $\frac{8}{9} \times \frac{1}{2} \times \frac{9}{4} =$ _____	34. $\begin{array}{r} 7.90 \\ \times 30.8 \\ \hline \end{array}$	35. Write as a decimal: $52\frac{1}{2}\% =$ _____
36. Find the mean: 24, 18, 21, 26, 17 Answer _____	37. Evaluate: $\frac{7 - (6 + 8)}{2}$	38. $0.82 \overline{)6.15}$	39. $6 \times 3\frac{7}{8} =$ _____	40. Find the interest on \$1200 at 6% per year for 2 years compounded annually: Answer \$ _____

<input style="width: 50px; height: 30px;" type="text"/>	+	<input style="width: 50px; height: 30px;" type="text"/>	=	<input style="width: 50px; height: 30px;" type="text"/>
/15		/40		/55
Oral Math Raw Score		Math Computation Raw Score		Math Computation Total Raw Score

3	5	6	17	41

3. Digit Span



Start

Ages 16-90:

Forward: Item 1

Backward: Sample Item, then Item 1

Sequencing: Sample Item, then Item 1



Discontinue

Forward: After scores of 0 on both trials of an item

Backward: After scores of 0 on both trials of an item

Sequencing: After scores of 0 on both trials of an item



Score

Score 0 or 1 point for each trial.

DSF, DSB, and DSS

Total raw score for Forward, Backward, and Sequencing, respectively

LDSF, LDSB, and LDSS

Number of digits recalled on last trial scored 1 point on Forward, Backward, and Sequencing, respectively

Forward

	Item	Trial	Response	Trial Score	Item Score
16-90 →	1.	9-7		0 1	0 1 2
		6-3		0 1	
	2.	5-8-2		0 1	0 1 2
		6-9-4		0 1	
	3.	7-2-8-6		0 1	0 1 2
		6-4-3-9		0 1	
	4.	4-2-7-3-1		0 1	0 1 2
		7-5-8-3-6		0 1	
	5.	3-9-2-4-8-7		0 1	0 1 2
		6-1-9-4-7-3		0 1	
	6.	4-1-7-9-3-8-6		0 1	0 1 2
		6-9-1-7-4-2-8		0 1	
	7.	3-8-2-9-6-1-7-4		0 1	0 1 2
		5-8-1-3-2-6-4-7		0 1	
	8.	2-7-5-8-6-3-1-9-4		0 1	0 1 2
		7-1-3-9-4-2-5-6-8		0 1	

LDSF (Max = 9)

Digit Span Forward (DSF)
Total Raw Score
(Maximum = 16)

Backward

	Item	Trial	Correct Response	Response	Trial Score	Item Score
16-90 →	S.	7-1	1-7			
		3-4	4-3			
16-90 →	1.	3-1	1-3		0 1	0 1 2
		2-4	4-2		0 1	
	2.	4-6	6-4		0 1	0 1 2
		5-7	7-5		0 1	
	3.	6-2-9	9-2-6		0 1	0 1 2
		4-7-5	5-7-4		0 1	
	4.	8-2-7-9	9-7-2-8		0 1	0 1 2
		4-9-6-8	8-6-9-4		0 1	
	5.	6-5-8-4-3	3-4-8-5-6		0 1	0 1 2
		1-5-4-8-6	6-8-4-5-1		0 1	
	6.	5-3-7-4-1-8	8-1-4-7-3-5		0 1	0 1 2
		7-2-4-8-5-6	6-5-8-4-2-7		0 1	
	7.	8-1-4-9-3-6-2	2-6-3-9-4-1-8		0 1	0 1 2
		4-7-3-9-6-2-8	8-2-6-9-3-7-4		0 1	
	8.	9-4-3-7-6-2-1-8	8-1-2-6-7-3-4-9		0 1	0 1 2
		7-2-8-1-5-6-4-3	3-4-6-5-1-8-2-7		0 1	

LDSB (Max = 8)

Digit Span Backward (DSB)
Total Raw Score
(Maximum = 16)

continue →

3. Digit Span (continued) Sequencing

Discontinue after scores of 0 on both trials of an item.

Item	Trial	Correct Response	Response	Trial Score	Item Score
16-90 → S.	2-3-1	1-2-3			
	5-2-2	2-2-5			
16-90 → 1.	1-2	1-2		0 1	0 1 2
	4-2	2-4		0 1	
2.	3-1-6	1-3-6		0 1	0 1 2
	0-9-4	0-4-9		0 1	
3.	8-7-9-2	2-7-8-9		0 1	0 1 2
	4-8-7-1	1-4-7-8		0 1	
4.	2-6-9-1-7	1-2-6-7-9		0 1	0 1 2
	3-8-3-5-8	3-3-5-8-8		0 1	
5.	2-1-7-4-3-6	1-2-3-4-6-7		0 1	0 1 2
	6-2-5-2-3-4	2-2-3-4-5-6		0 1	
6.	7-5-7-6-8-6-2	2-5-6-6-7-7-8		0 1	0 1 2
	4-8-2-5-4-3-5	2-3-4-4-5-5-8		0 1	
7.	5-8-7-2-7-5-4-5	2-4-5-5-5-7-7-8		0 1	0 1 2
	9-4-9-7-3-0-8-4	0-3-4-4-7-8-9-9		0 1	
8.	5-0-1-1-3-2-1-0-5	0-0-1-1-1-2-3-5-5		0 1	0 1 2
	2-7-1-4-8-4-2-9-6	1-2-2-4-4-6-7-8-9		0 1	

LDSS (Max = 9)

Digit Span Sequencing (DSS)
Total Raw Score
(Maximum = 16)

Digit Span Total Raw Score
(Maximum = 48)

4. Matrix Reasoning



Start
Ages 16-90:
Sample Items A & B,
then Item 4



Reverse
Score of 0 on either Item 4 or Item 5, administer preceding items in reverse order until two consecutive perfect scores are obtained.



Discontinue
After 3 consecutive
scores of 0



Score
Score 0 or 1 point.
Correct responses are in color.

Item	Response	Score
16-90 → SA.	1 2 3 4 5	
SB.	1 2 3 4 5	
1.	1 2 3 4 5	0 1
2.	1 2 3 4 5	0 1
3.	1 2 3 4 5	0 1
16-90 → 4.	1 2 3 4 5	0 1
5.	1 2 3 4 5	0 1
6.	1 2 3 4 5	0 1
7.	1 2 3 4 5	0 1
8.	1 2 3 4 5	0 1
9.	1 2 3 4 5	0 1
10.	1 2 3 4 5	0 1
11.	1 2 3 4 5	0 1
12.	1 2 3 4 5	0 1

Item	Response	Score
13.	1 2 3 4 5	0 1
14.	1 2 3 4 5	0 1
15.	1 2 3 4 5	0 1
16.	1 2 3 4 5	0 1
17.	1 2 3 4 5	0 1
18.	1 2 3 4 5	0 1
19.	1 2 3 4 5	0 1
20.	1 2 3 4 5	0 1
21.	1 2 3 4 5	0 1
22.	1 2 3 4 5	0 1
23.	1 2 3 4 5	0 1
24.	1 2 3 4 5	0 1
25.	1 2 3 4 5	0 1
26.	1 2 3 4 5	0 1

Matrix Reasoning Total Raw Score
(Maximum = 26)



Examinee Name: _____

Age: _____

Examiner Name: _____

Test Date: _____

Symbol Search

Demonstration Items

							<input type="text" value="NO"/>
							<input type="text" value="NO"/>
							<input type="text" value="NO"/>

Sample Items

							<input type="text" value="NO"/>
							<input type="text" value="NO"/>
							<input type="text" value="NO"/>



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



































































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NO

≈	z	∕	z	⋈	≈	⊕	NO
∩	□	∗	⊗	∃	∩	└	NO
≠	∠	⊕	└	↷	∠	∠	NO
└	⊗	∩	z	□	⋈	∕	NO
↕	∠	└	∠	z	∠	└	NO
⋈	⊗	∩	⊗	∗	∃	∩	NO
↑	⋈	└	∕	⋈	└	∃	NO
∩	∠	∩	⋈	∩	└	⊗	NO
∠	⊕	∠	≈	≠	∩	└	NO
↑	∩	∩	└	∩	≈	∠	NO

∇ \curvearrowright \perp $\not\equiv$ \cup \neq ∇ NO

∇ $\not\equiv$ \otimes $\not\equiv$ \boxplus \neq \cup NO

∇ \otimes \perp \downarrow \oslash \odot \boxplus NO

\perp \perp ∇ \approx \neq \perp \Rightarrow NO

\perp \neq \curvearrowright \odot \perp \otimes \neq NO

\Rightarrow ∇ \oplus \square \approx \odot \Rightarrow NO

\oplus \curvearrowright ∇ \neq \boxplus ∇ \approx NO

\approx \neq \subset \oplus \curvearrowright \approx \square NO

\perp \Rightarrow \perp ∇ \odot \Rightarrow \otimes NO

\Rightarrow ∇ \subset \oplus ∇ \perp \cup NO

△	⊥	△	⊥	≈	∩	∩	NO
△	↗	↗	△	∪	⊕	≈	NO
△	⊗	⊖	△	⊥	∩	↗	NO
□	⊗	⊗	⊥	∩	⊗	⊥	NO
∪	∩	⊕	∪	≠	∩	⊥	NO
⊕	≈	∪	⊖	≠	⊥	⊕	NO
≠	≠	≠	⊗	∩	⊗	↗	NO
∩	∪	≈	⊕	⊥	∪	≈	NO
↗	↗	↗	∪	⊗	↗	∩	NO
⊖	∩	∩	∩	∪	≈	□	NO

⊙	⊕	⊗	≈	✕	⊙	⊥	NO
∩	↗	✕	∩	≠	∧	∩	NO
∧	∩	⊥	✕	⊗	⊕	⊥	NO
≠	✕	⊙	∩	✕	∩	≈	NO
≠	≈	✕	≈	∧	≠	⊙	NO
⊙	≈	∩	≈	✕	∧	✕	NO
⊗	⊥	✕	⊥	≈	∩	⊥	NO
∩	∩	⊥	↗	≈	∩	⊕	NO
↗	⊥	≈	∧	✕	∩	∩	NO
≈	∩	⊥	≈	≈	∩	∩	NO

	Calculation of Examinee's Age		
	Year	Month	Day
Test Date	<input type="text"/>	<input type="text"/>	<input type="text"/>
Birth Date	<input type="text"/>	<input type="text"/>	<input type="text"/>
Test Age	<input type="text"/>	<input type="text"/>	<input type="text"/>

Examinee Name: _____ ID: _____

Sex: F M Handedness: R L

Address/School/Testing Site: _____

Highest Education/Grade: _____

Examiner Name: _____

Total Raw Score to T Score Conversion

Subtest	Raw Score	T Scores			
Block Design	<input type="text"/>				
Vocabulary	<input type="text"/>				
Matrix Reasoning	<input type="text"/>				
Similarities	<input type="text"/>				
Sum of T Scores					
		Verbal Comp.	Perc. Rsnq.	Full Scale-4	Full Scale-2

Examinee Visual/Hearing Aids During Testing

Check type of aid examinee needed:	Used	Not Used
<input type="checkbox"/> Glasses	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Prescription Lenses	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Assisted Listening Device	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>

Sum of T Scores to Composite Score Conversion

Scale	Sum of T Scores	Composite Score	Percentile Rank	Confidence Interval 90% or 95%
Verbal Comp.	<input type="text"/>	VCI <input type="text"/>	<input type="text"/>	<input type="text"/>
Perc. Rsnq.	<input type="text"/>	PRI <input type="text"/>	<input type="text"/>	<input type="text"/>
Full Scale-4	<input type="text"/>	FSIQ-4 <input type="text"/>	<input type="text"/>	<input type="text"/>
Full Scale-2	<input type="text"/>	FSIQ-2 <input type="text"/>	<input type="text"/>	<input type="text"/>

Subtest T Score Profile

	Verbal Comprehension		Perceptual Reasoning	
	VC	SI	BD	MR
80-				
75-				
70-				
65-				
60-				
55-				
50-				
45-				
40-				
35-				
30-				
25-				
20-				

Composite Score Profile

	VCI	PRI	FSIQ
160-			
155-			
150-			
145-			
140-			
135-			
130-			
125-			
120-			
115-			
110-			
105-			
100-			
95-			
90-			
85-			
80-			
75-			
70-			
65-			
60-			
55-			
50-			
45-			
40-			

Ranges of Expected Scores

Scores	Confidence Level	
	90%	68%
FSIQ-4	<input type="text"/>	
WISC-IV FSIQ	<input type="text"/>	<input type="text"/>
WAIS-IV FSIQ	<input type="text"/>	<input type="text"/>

1. Block Design

(Time limit: See item)

Start
Ages 6-8:
Item 1
Ages 9-90:
Item 3

Reverse
Ages 9-90: Does not obtain a perfect score on *either* Item 3 or Item 4, administer the preceding items in reverse order until two consecutive perfect scores are obtained.

Discontinue
After 2 consecutive scores of 0.

Stop
Ages 6-8:
After Item 11.

Record & Score
Items 1-4:
Score 0, 1, or 2 points.
Items 5-13:
Score 0, 4, 5, 6, or 7 points.

	Design	Presentation Method	Time Limit	Completion Time		Constructed Design		Score										
				Trial 1	Trial 2	Trial 1	Trial 2	0	1	2								
6-8 →	1. Examinee Examiner	Model and Picture	30"	Trial 1	Trial 2	Trial 1	Trial 2			0	1	2						
	2.	Model and Picture	30"	Trial 1	Trial 2	Trial 1	Trial 2			0	1	2						
9-90 →	3.	Model and Picture	45"	Trial 1	Trial 2	Trial 1	Trial 2			0	1	2						
	4.	Model and Picture	45"	Trial 1	Trial 2	Trial 1	Trial 2			0	1	2						
	5.	Picture	60"							0				21-60	16-20	11-15	1-10	
	6.	Picture	60"							0				21-60	16-20	11-15	1-10	
	7.	Picture	60"							0				21-60	16-20	11-15	1-10	
	8.	Picture	60"							0				21-60	16-20	11-15	1-10	
	9.	Picture	120"							0				71-120	46-70	31-45	1-30	
	10.	Picture	120"							0				61-120	46-60	36-45	1-35	
	11.	Picture	120"							0				61-120	46-60	36-45	1-35	
	6-8	12.	Picture	120"							0				61-120	46-60	36-45	1-35
		13.	Picture	120"							0				101-120	81-100	56-80	1-55

Maximum Raw Score
Ages 6-8: 57
Ages 9-90: 71

Block Design
Total Raw Score

2. Vocabulary



Start
Ages 6–90:
Item 4



Reverse
Ages 6–90: Does not obtain a perfect score on *either* Item 4 or Item 5, administer the preceding items in reverse order until two consecutive perfect scores are obtained.



Discontinue
After 3
consecutive
scores of 0.



Stop
Age 6:
After Item 22.
Ages 7–11:
After Item 25.
Ages 12–14:
After Item 28.



Record & Score
Items 1–3: Score 0 or 1 point.
Items 4–5: Score 0 or 2 points.
Items 6–31: Score 0, 1, or 2 points.
See the Manual for sample responses.




	Item	Response	Score
	1. Fish		0 1
	2. Shovel		0 1
	3. Shell		0 1
6–90	†4. Shirt		0 2
	5. Car		0 2
	6. Lamp		0 1 2
	7. Bird		0 1 2
	8. Tongue		0 1 2
	9. Pet		0 1 2
	10. Lunch		0 1 2
	11. Bell		0 1 2
	12. Calendar		0 1 2
	13. Alligator		0 1 2
	14. Dance		0 1 2

†If the examinee provides a 2-point response that requires feedback or gives an incorrect (0 point) response, provide corrective feedback as instructed in the Manual.

continue →

2. Vocabulary (continued)

Discontinue after 3 consecutive scores of 0.

	Item	Response	Score
	15. Summer		0 1 2
	16. Reveal		0 1 2
	17. Decade		0 1 2
	18. Entertain		0 1 2
	19. Tradition		0 1 2
	20. Enthusiastic		0 1 2
	21. Improvise		0 1 2
	22. Haste		0 1 2
6	 23. Trend		0 1 2
	24. Impulse		0 1 2
	25. Ruminare		0 1 2
7-11	 26. Mollify		0 1 2
	27. Extirpate		0 1 2
	28. Panacea		0 1 2
12-14			

 continue

2. Vocabulary (continued)

Discontinue after 3 consecutive scores of 0.

Item	Response	Score
29. Perfunctory		0 1 2
30. Inipid		0 1 2
31. Pavid		0 1 2

Maximum Raw Score

Age 6: 41
 Ages 7–11: 47
 Ages 12–14: 53
 Ages 15–90: 59

Vocabulary
 Total Raw Score

3. Matrix Reasoning



Start
Ages 6–8:
 Sample Items A & B,
 then Item 1
Ages 9–90:
 Sample Items A & B,
 then Item 4



Reverse
Ages 9–90: Does not obtain a perfect score
 on *either* Item 4 or Item 5, administer the
 preceding items in **reverse** order until two
 consecutive perfect scores are obtained.



Discontinue
 After 3 consecutive
 scores of 0.



Stop
Ages 6–8:
 After Item 24.



Record & Score
 Score 0 or 1 point.
 Correct responses are in **color**.

	Item	Response					Score		Item	Response					Score		
6–90	SA.	1	2	3	4	5			15.	1	2	3	4	5	0	1	
	SB.	1	2	3	4	5			16.	1	2	3	4	5	0	1	
6–8	1.	1	2	3	4	5	0	1	17.	1	2	3	4	5	0	1	
	2.	1	2	3	4	5	0	1	18.	1	2	3	4	5	0	1	
	3.	1	2	3	4	5	0	1	19.	1	2	3	4	5	0	1	
9–90	4.	1	2	3	4	5	0	1	20.	1	2	3	4	5	0	1	
	5.	1	2	3	4	5	0	1	21.	1	2	3	4	5	0	1	
	6.	1	2	3	4	5	0	1	22.	1	2	3	4	5	0	1	
	7.	1	2	3	4	5	0	1	23.	1	2	3	4	5	0	1	
	8.	1	2	3	4	5	0	1	24.	1	2	3	4	5	0	1	
	9.	1	2	3	4	5	0	1	6–8 STOP	25.	1	2	3	4	5	0	1
	10.	1	2	3	4	5	0	1	26.	1	2	3	4	5	0	1	
	11.	1	2	3	4	5	0	1	27.	1	2	3	4	5	0	1	
	12.	1	2	3	4	5	0	1	28.	1	2	3	4	5	0	1	
	13.	1	2	3	4	5	0	1	29.	1	2	3	4	5	0	1	
	14.	1	2	3	4	5	0	1	30.	1	2	3	4	5	0	1	

Maximum Raw Score

Ages 6–8: 24
 Ages 9–90: 30

Matrix Reasoning
 Total Raw Score

4. Similarities



Start
Ages 6–8:
Item 1
Ages 9–90:
Item 4



Reverse
Ages 9–90: Does not obtain a perfect score on *either* Item 4 or Item 5, administer the preceding items in **reverse** order until two consecutive perfect scores are obtained.



Discontinue
After 3 consecutive scores of 0.



Stop
Ages 6–8:
After Item 22.



Record & Score
Items 1–3: Score 0 or 1 point. Correct responses are in color.
Items 4–5: Score 0 or 2 points.
Items 6–24: Score 0, 1, or 2 points. See Manual for sample responses.

	Picture Item	Response				Score		Picture Item	Response				Score		Picture Item	Response				Score
6–8	†1.	1	2	3	4	0 1		2.	1	2	3	4	0 1		3.	1	2	3	4	0 1

	Verbal Items	Response				Score
9–90	§† 4. Green–Blue					0 2
	§† 5. Square–Triangle					0 2
	6. Cow–Bear					0 1 2
	7. Shirt–Jacket					0 1 2
	8. Pen–Crayon					0 1 2
	9. Hat–Umbrella					0 1 2
	10. Airplane–Bus					0 1 2
	11. Door–Window					0 1 2
	12. Child–Adult					0 1 2


§If the examinee provides a response that suggests he or she does not understand the task, provide the specified prompt in the Manual.

†If the examinee provides a 2-point response that requires feedback or provides an incorrect (0 point) response, provide corrective feedback as instructed in the Manual.

continue →

4. Similarities (continued)

Discontinue after 3 consecutive scores of 0.

Verbal Items	Response	Score
13. Shoulder–Ankle		0 1 2
14. Love–Hate		0 1 2
15. Smooth–Rough		0 1 2
16. Hand–Flag		0 1 2
17. Wall–Line		0 1 2
18. Heat–Wind		0 1 2
19. More–Less		0 1 2
20. Shadow–Echo		0 1 2
21. Tradition–Habit		0 1 2
22. Peace–War		0 1 2
 23. Time–Progress		0 1 2
24. Memory–Practice		0 1 2

Maximum Raw Score

Ages 6–8: 41

Ages 9–90: 45

**Similarities
Total Raw Score**

Name _____ Age _____

ID _____ Date _____

Examiner _____

Notes _____

Trail Making Test

Condition 2
Number Sequencing

Practice

End

5

4

3

2

1

Start

A

B

C

D

E

3456789101112A BCDE

H

9



I

11

A

K

10

1
Start



J

End
16

L

O

M

12

15



13

F

7

8

B

G

C

2

3

P

4

D

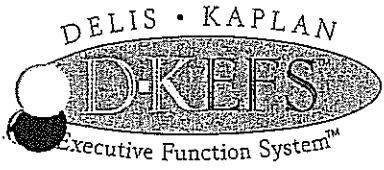
E

N

6

5

14



Name _____ Age _____

ID _____ Date _____

Examiner _____

Notes _____

Trail Making Test

Condition 4 Number-Letter Switching

Practice

A square grid containing the following elements:

- Top-left: Circle with number 3
- Top-right: Circle with number 2
- Center: Circle with letter B
- Right side: Circle with letter A
- Bottom-right: Circle with number 1, with the word "Start" above it
- Bottom-center: Circle with letter D, with the word "End" above it
- Bottom-left: Circle with number 4
- Left side: Circle with letter C

30 A B C D E

14

15

O

16

M

L

Start

K

1

P

End

13

A

12

J

11

I

10

N

E

5

D

6

4

3

C

7

B

F

G

2

9

8

H

D-KEFS Color-Word Interference Test

Ages 8-89

Materials: Record Form, Stimulus Booklet (Flat Position), Stopwatch

Condition 1: Color Naming

Discontinue

Discontinue if the examinee has marked difficulty or makes four uncorrected errors on the practice lines. Otherwise, discontinue the scored task after 90 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee so that the two practice lines of Condition 1 are positioned at the top of the page from the examinee's perspective. Say,

This page has patches of color on it. I'd like you to say the colors as quickly as you can without skipping any or making mistakes. When you finish this line (sweep across the first practice line of five squares with your finger), go on to this one (point to the first square of the second row). Now try these first two lines for practice.

If the examinee is able to complete the two practice lines, say, Good. Now, when I say begin, I want you to say the rest of the colors. Begin here (point to the first square on the first line of 10 squares below the practice lines) and say each color, one after the other, without skipping any. When you finish this line (sweep across the first row with your finger), go on to this one (point to the first square of the second row). Keep saying the colors until you reach the end of the last line (point). Say the colors as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. Record errors by writing the first letter of the incorrect color name beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash mark through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, Stop. Indicate the last item attempted and record 90 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 2: Word Reading.

			green	red	blue	green	blue		
			red	blue	green	blue	green		
red	blue	red	green	red	blue	green	blue	red	green
blue	green	red	green	red	green	blue	red	blue	green
red	green	blue	red	green	red	green	blue	green	red
blue	red	green	blue	red	green	blue	red	blue	green
red	blue	red	green	blue	green	blue	red	blue	green

Condition 1: Color Naming

Total
Uncorrected
Errors

Total
Self-Corrected
Errors

Total
Time To
Complete

D-KEFS Color-Word Interference Test (continued)

Condition 2: Word Reading

Discontinue

Discontinue if the examinee has marked difficulty or makes four uncorrected errors on the two practice lines. Otherwise, discontinue the scored task after 90 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in black ink facing the examinee. Say,

Now look at this page with words printed on it. I'd like you to read the words aloud as quickly as you can without skipping any or making mistakes. When you finish this line (sweep across the first practice line of five words with your finger), go on to this one (point to the first word of the second row). Now try reading these first two lines for practice.

If the examinee is able to complete the two practice lines, say,

Good. Now, when I say begin, I want you to read the rest of the words. Begin here (point to the first word on the first line of 10 words below the practice lines) and read each word, one after the other, without skipping any. Keep reading the words until you reach the end (point to the last word on the last line). Read the words as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. Record errors by writing the first letter of the incorrect word beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash mark through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, Stop. Indicate the last item attempted and record 90 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 3: Inhibition.

			red	blue	green	red	blue		
			green	blue	green	red	green		
green	red	blue	green	blue	red	blue	green	blue	green
red	green	blue	green	blue	green	red	blue	red	green
red	green	blue	green	red	blue	green	red	blue	red
blue	green	red	blue	green	red	blue	green	blue	red
green	red	blue	red	blue	green	red	blue	red	green

Condition 2: Word Reading

Total
Uncorrected
Errors

Total
Self-Corrected
Errors

Total
Time To
Complete

D-KEFS Color-Word Interference Test (continued)

Condition 3: Inhibition

Discontinue

Discontinue if the examinee has marked difficulty or requires four corrections on the two practice lines. Otherwise, discontinue the scored task after 180 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in dissonant ink colors facing the examinee. Say,

Now look at this page. It's going to be a little harder than the other pages because the color names are printed in a different-colored ink. For example (point to the first word on the first practice line of five words), do you see how the word red is printed in green ink here? This time, you are to name the color of the ink that the letters are printed in and not read the word. So, what would you say for this one? (Point again to the first word on the first practice line and allow the examinee to respond. Correct any errors.) Good. And this one? (Point to the next two practice items. Correct any errors.) Good. Now try these first two lines for practice.

If the examinee has difficulty understanding the task, you may demonstrate it by naming the ink colors on the first practice line, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the two practice lines, discontinue this condition and do not administer Condition 4: Inhibition/Switching.

If the examinee is able to complete the two practice lines, say,

Good. Now, when I say begin, I want you to do the same thing for the rest of them. Say the color of the ink the letters are printed in; do not read the words. Begin here (point to the first word on the first line of 10 words below the practice lines) and say each ink color, one after the other, without skipping any. Keep saying the ink colors until you reach the end (point to the last word of the last line). Say the ink colors as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. The single letter (r for red, b for blue, g for green) printed in parentheses next to each correct response represents the error response if the examinee reads the word rather than naming the ink color. Record errors by circling the letter or by writing the initial letter of other incorrect colors beneath the correct response. Also record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee makes three consecutive errors of reading the words, prompt him or her to name the ink color. Provide this prompt only once during this condition and keep the stopwatch running.

If the examinee does not complete the task at the end of 180 seconds, say, Stop. Indicate the last item attempted and record 180 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 4: Inhibition/Switching.

green(r) red(b) blue(g) green(b) red(g)
blue(r) red(b) green(r) red(g) green(r)
red(b) blue(g) red(b) green(r) red(b) blue(r) green(b) blue(r) red(b) green(r)
red(b) blue(g) green(b) blue(g) green(r) blue(g) red(b) green(r) red(b) blue(g)
green(r) blue(g) green(r) red(b) blue(g) green(r) red(g) blue(r) green(b) red(g)
green(b) blue(g) red(b) green(r) blue(g) red(b) green(r) blue(g) green(r) red(g)
blue(g) green(b) blue(r) red(b) blue(g) green(r) red(b) blue(g) green(r) red(b)

Condition 3: Inhibition

Total
Uncorrected
Errors

Total
Self-Corrected
Errors

Total
Time To
Complete

VIGILANCE TASKS

TASK PARAMETERS

<input type="checkbox"/> Standard 1/9 1" Interval 180" Blocks	<input type="checkbox"/> Parallel 3/5 2" Interval 120" Blocks	<input type="checkbox"/> Preschool 1 Mode 2" Interval 120" Blocks	<input type="checkbox"/> Preschool 0 Mode 2" Interval 120" Blocks
<input type="checkbox"/> Adult Parameters 1" Interval 120" Blocks		<input type="checkbox"/> Other Parameters ____" Interval ____" Blocks	

RESULTS

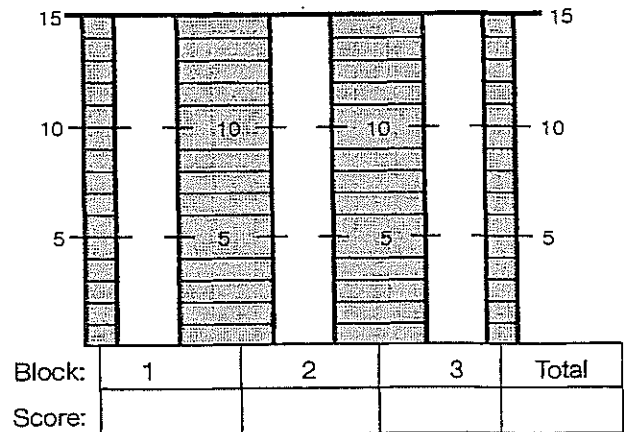
SUMMARY DATA	Sel. Pos.	TRACKING DATA	
Total Correct _____	1	_____	19X
Block 1 Correct _____	2	_____	XX9 Errors
Omission _____	3	_____	XX1 of
Commission _____	4	_____	X1X Commission
Block 2 Correct _____	5	_____	X9X
Omission _____	6	_____	XXX
Commission _____	7	_____	Block 1
Block 3 Correct _____	8	_____	Block 2 Latency
Omission _____	9	_____	Block 3 (0.01 sec.)
Commission _____	0	_____	Total

SUMMARY STATISTICS

	Score	Normal Bord./Abnl.
Total Commissions		
Commissions Block Variability		
Total Correct		

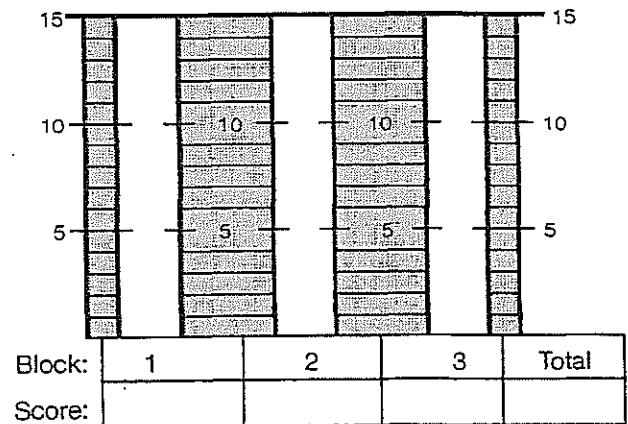
STRATEGIES/COMMENTS:

CORRECT

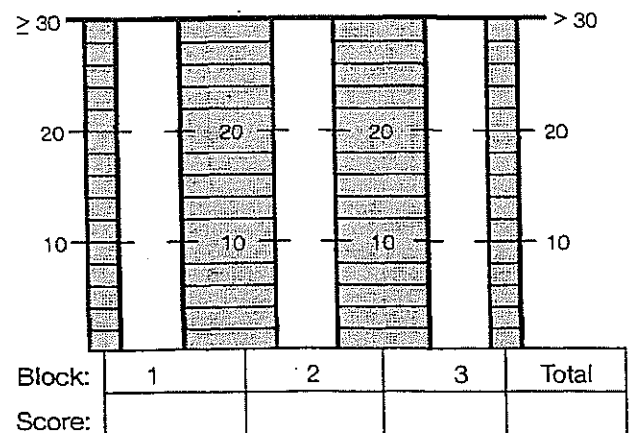


Peak Score: YES / NO Valley Score: YES / NO

OMISSIONS



COMMISSIONS



Peak Score: YES / NO Valley Score: YES / NO

DISTRACTIBILITY TASKS

TASK PARAMETERS

<input type="checkbox"/> Standard Parameters 1" Interval 180" Blocks	<input type="checkbox"/> Adult Parameters 1" Interval 120" Blocks
<input type="checkbox"/> Other Parameters _____" Delay _____" Blocks	

RESULTS

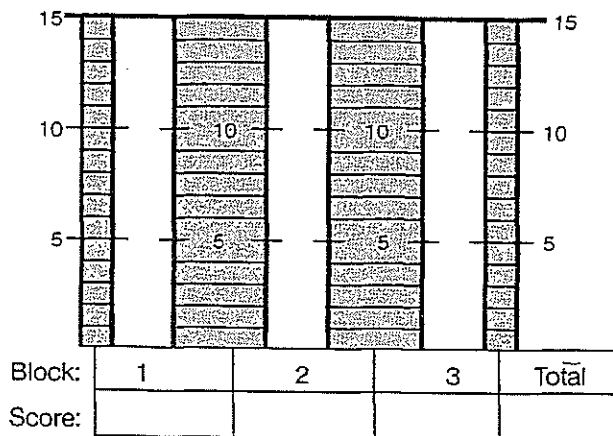
SUMMARY DATA	Sel. Pos.	TRACKING DATA
Total Correct _____	1	_____ 19X
Block 1 Correct _____	2	_____ XX9 Errors
Omission _____	3	_____ XX1 of
Commission _____	4	_____ X1X Commission
Block 2 Correct _____	5	_____ X9X
Omission _____	6	_____ XXX
Commission _____	7	_____ Block 1
Block 3 Correct _____	8	_____ Block 2 Latency
Omission _____	9	_____ Block 3 (0.01 sec.)
Commission _____	0	_____ Total

SUMMARY STATISTICS

	Score	Normal Bord./Abnl.
Total Commissions		
Commissions Block Variability		
Total Correct		

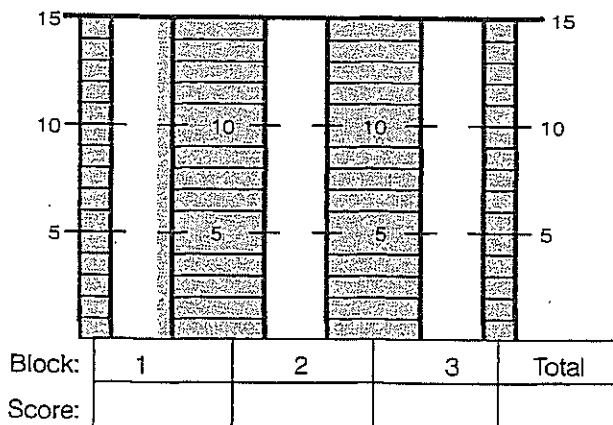
STRATEGIES/COMMENTS:

CORRECT

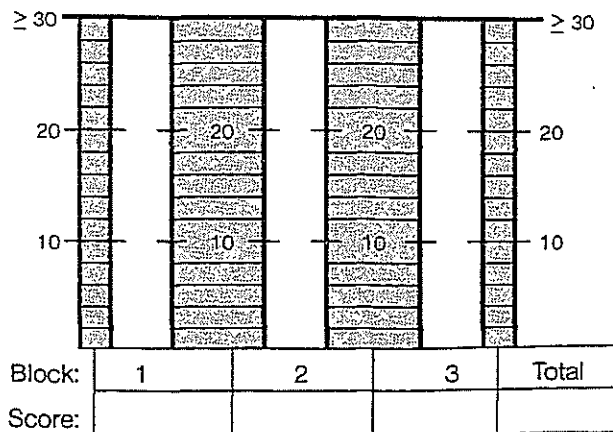


Peak Score: YES / NO Valley Score: YES / NO

OMISSIONS



COMMISSIONS



Peak Score: YES / NO Valley Score: YES / NO

TOL^{DX}™ : 2ND EDITION ADULT PROFILE

by William C. Culbertson, Psy.D. and Eric A. Zillmer, Psy.D.

Instructions: Plot each of the Total scores from the Adult Recording Form in the appropriate age range column. For adults over 30 years old, use the reverse side of this profile sheet. Follow each score to either the left or right sides to obtain the corresponding standard score ("SS").

SS	Total Move Score		Total Correct Score		Total Rule Violation Score		Total Time Violation Score		Total Initiation Time		Total Execution Time		Total Problem-Solving Time		SS
	16-19	20-29	16-19	20-29	16-19	20-29	16-19	20-29	16-19	20-29	16-19	20-29	16-19	20-29	
148+	-	-	-	-	-	-	-	-	152+	242+	-	-	-	-	148+
146	-	-	-	-	-	-	-	-	147-151	234-241	-	-	-	-	146
144	-	-	-	-	-	-	-	-	142-146	226-233	-	-	-	-	144
142	-	-	10	-	-	-	-	-	138-141	219-225	-	-	-	-	142
140	-	-	-	-	-	-	-	-	133-137	211-218	-	-	-	-	140
138	-	-	-	-	-	-	-	-	128-132	203-210	-	-	-	-	138
136	-	-	-	-	-	-	-	-	124-127	195-202	-	-	-	-	136
134	-	-	9	-	-	-	-	-	119-123	188-194	-	-	-	-	134
132	0-1	-	-	10	-	-	-	-	114-118	180-187	-	-	0-11	-	132
130	2-3	-	-	-	-	-	-	-	110-113	172-179	0-10	0-6	12-24	0-9	130
128	4	-	8	9	-	-	-	-	105-109	165-171	11-21	7-18	25-37	10-25	128
126	5-6	0	-	-	-	-	-	-	100-104	157-164	22-32	19-30	38-50	26-40	126
124	7-8	1-2	-	-	-	-	-	-	96-99	149-156	33-43	31-41	51-64	41-56	124
122	9-10	3-4	-	8	-	-	-	-	91-95	141-148	44-55	42-53	65-77	57-71	122
120	11	5-6	7	-	-	-	-	-	86-90	134-140	56-66	54-65	78-90	72-87	120
118	12-13	7-9	-	-	-	-	-	-	82-85	126-133	67-77	66-76	91-103	88-103	118
116	14-15	10-11	-	7	-	-	-	-	77-81	118-125	78-88	77-88	104-116	104-118	116
114	16-17	12-13	6	-	-	-	-	-	73-76	111-117	89-99	89-100	117-129	119-134	114
112	18-19	14-15	-	-	-	-	-	-	68-72	103-110	100-111	101-111	130-142	135-149	112
110	20	16-17	-	6	-	-	-	-	63-67	95-102	112-122	112-123	143-155	150-165	110
108	21-22	18-20	-	-	-	-	0	-	59-62	87-94	123-133	124-135	156-168	166-181	108
106	23-24	21-22	5	-	-	0	0	-	54-58	80-86	134-144	136-146	169-181	182-196	106
104	25-26	23-24	-	5	0	-	-	-	49-53	72-79	145-156	147-158	182-195	197-212	104
102	27-28	25-26	-	-	-	-	-	-	45-48	64-71	157-167	159-170	196-208	213-227	102
100	29	27-28	4	-	-	-	-	-	40-44	56-63	168-178	171-181	209-221	228-243	100
98	30-31	29-31	-	4	-	-	-	-	35-39	49-55	179-189	182-193	222-234	244-259	98
96	32-33	32-33	-	-	-	-	-	-	31-34	41-48	180-201	194-204	235-247	260-274	96
94	34-35	34-35	-	-	-	-	-	-	26-30	33-40	202-212	205-216	248-260	275-290	94
92	36-37	36-37	3	3	-	-	1	-	21-25	26-32	213-223	217-228	261-273	291-305	92
90	38	38-40	-	-	-	-	-	-	17-20	18-25	224-234	229-239	274-286	306-321	90
88	39-40	41-42	-	-	-	-	1	-	12-16	10-17	235-245	240-251	287-299	322-337	88
86	41-42	43-44	2	2	-	-	-	-	7-11	2-9	246-257	252-263	300-312	338-352	86
84	43-44	45-46	-	-	-	-	-	-	3-6	0-1	258-268	264-274	319-326	353-368	84
82	45-46	47-48	-	-	-	-	-	-	0-2	-	269-279	275-286	327-339	369-383	82
80	47	49-51	-	1	-	-	-	-	-	-	280-290	287-298	340-352	384-399	80
78	48-49	52-53	1	-	1	-	-	-	-	-	291-302	299-309	353-365	400-414	78
76	50-51	54-55	-	-	-	-	-	-	-	-	303-313	310-321	366-378	415-430	76
74	52-53	56-57	-	0	-	1	-	2	-	-	314-324	322-333	379-391	431-446	74
72	54-55	58-59	0	-	-	-	-	-	-	-	325-335	334-344	392-404	447-461	72
70	56	60-62	-	-	-	-	-	-	-	-	336-347	345-356	405-417	462-477	70
68	57-58	63-64	-	-	-	-	2	-	-	-	348-358	357-368	418-430	478-492	68
66	59-60	65-66	-	-	-	-	-	-	-	-	359-369	369-379	431-443	493-508	66
64	61-62	67-68	-	-	-	-	-	-	-	-	370-380	380-391	444-457	509-524	64
62	63	69-70	-	-	-	-	-	-	-	-	381-392	392-402	458-470	525-539	62
≤60	64+	71+	-	-	2+	2+	3+	3+	-	-	393+	403+	471+	540+	≤60

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by William C. Culbertson, Psy.D. and Eric A. Zillmer, Psy.D.

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SS	Total Move Score			Total Correct Score			Total Rule Violation Score			Total Time Violation Score			Total Initiation Time			Total Execution Time			Total Problem-Solving Time			SS
	30-39	40-59	60-80	30-39	40-59	60-80	30-39	40-59	60-80	30-39	40-59	60-80	30-39	40-59	60-80	30-39	40-59	60-80	30-39	40-59	60-80	
148	-	-	-	-	-	9+	-	-	-	-	-	-	190+	180+	181+	-	-	-	-	-	-	148
146	-	-	-	-	-	-	-	-	-	-	-	-	184-189	175-179	175-180	-	-	-	-	-	-	146
144	-	-	-	-	-	-	-	-	-	-	-	-	178-183	169-174	170-174	-	-	-	-	-	-	144
142	-	-	-	-	-	8	-	-	-	-	-	-	172-177	164-168	165-169	-	-	-	-	-	-	142
140	-	-	-	-	-	-	-	-	-	-	-	-	166-171	158-163	160-164	-	-	-	-	-	-	140
138	-	-	0	-	10	-	-	-	-	-	-	-	161-165	152-157	155-159	-	-	0	-	-	-	138
136	-	-	1-2	-	-	-	-	-	-	-	-	-	155-160	147-151	150-154	-	-	1-15	-	-	-	136
134	-	-	3-4	-	-	7	-	-	-	-	-	-	149-154	141-146	145-149	-	-	16-30	-	-	-	134
132	-	-	5-6	10	9	-	-	-	-	-	-	-	143-148	136-140	140-144	0-5	-	31-44	0-13	-	62-78	132
130	-	-	7-8	-	-	-	-	-	-	-	-	-	137-142	130-135	135-139	6-17	-	45-59	14-28	0-14	79-94	130
128	-	-	9-10	-	-	-	-	-	-	-	-	-	132-136	125-129	130-134	18-29	0-8	60-74	29-44	15-31	95-111	128
126	-	0-1	11-12	9	-	-	-	-	-	-	-	-	126-131	119-124	124-129	30-41	9-23	75-89	45-59	32-49	112-127	126
124	0-1	2-3	13-14	-	8	6	-	-	-	-	-	-	120-125	113-118	119-123	42-54	24-39	90-103	60-74	50-66	128-144	124
122	2-3	4-6	15-17	-	-	-	-	-	-	-	-	-	114-119	108-112	114-118	55-66	40-54	104-118	75-89	67-84	145-160	122
120	4-6	7-8	18-19	8	-	-	-	-	-	-	-	-	108-113	102-107	109-113	67-78	55-70	119-133	90-104	85-101	161-177	120
118	7-8	9-10	20-21	-	7	-	-	-	-	-	-	-	103-107	97-101	104-108	79-90	71-85	134-148	105-119	102-118	178-193	118
116	9-10	11-13	22-23	-	-	5	-	-	-	-	-	-	97-102	91-96	99-103	91-103	86-101	149-162	120-134	119-136	194-210	116
114	11-12	14-15	24-25	7	-	-	-	-	-	-	-	-	91-96	86-90	94-98	104-115	102-116	163-177	135-149	137-153	211-226	114
112	13-15	16-18	26-27	-	6	-	-	-	-	-	-	-	85-90	80-85	89-93	116-127	117-132	178-192	150-164	154-171	227-242	112
110	16-17	19-20	28-29	-	-	-	-	-	-	-	0	-	79-84	74-79	84-88	128-140	133-148	193-206	165-180	172-188	243-259	110
108	18-19	21-22	30-31	6	-	-	-	-	0	0	-	-	74-78	69-73	79-83	141-152	149-163	207-221	181-195	189-205	260-275	108
106	20-21	23-25	32-33	-	5	4	-	-	-	-	-	-	68-73	63-68	73-78	153-164	164-179	222-236	196-210	206-223	276-292	106
104	22-23	26-27	34-35	-	-	-	0	0	-	-	-	-	62-67	58-62	68-72	165-176	180-194	237-251	211-225	224-240	293-308	104
102	24-26	28-29	36-37	5	-	-	-	-	-	-	-	-	56-61	52-57	63-67	177-189	195-210	252-265	226-240	241-257	309-325	102
100	27-28	30-32	38-39	-	4	-	-	-	-	-	1	-	50-55	47-51	58-62	190-201	211-225	266-280	241-255	258-275	326-341	100
98	29-30	33-34	40-41	-	-	3	-	-	-	-	-	-	45-49	41-46	53-57	202-213	226-241	281-295	256-270	276-292	342-358	98
96	31-32	35-37	42-44	4	-	-	-	-	1	-	-	-	39-44	35-40	48-52	214-225	242-256	296-310	271-285	293-310	359-374	96
94	33-35	38-39	45-46	-	3	-	-	-	-	-	-	-	33-38	30-34	43-47	226-238	257-272	311-324	286-300	311-327	375-391	94
92	36-37	40-41	47-48	-	-	-	-	-	-	1	-	-	27-32	24-29	38-42	239-250	273-287	325-339	301-316	328-344	392-407	92
90	38-39	42-44	49-50	3	-	-	-	-	-	-	-	-	21-26	19-23	33-37	251-262	288-303	340-354	317-331	345-362	408-423	90
88	40-41	45-46	51-52	-	2	2	-	-	-	-	2	-	16-20	13-18	28-32	263-274	304-318	355-369	332-346	363-379	424-440	88
86	42-43	47-48	53-54	-	-	-	-	-	2	1	-	-	10-15	8-12	22-27	275-287	319-334	370-383	347-361	380-397	441-456	86
84	44-46	49-51	55-56	2	-	-	-	-	-	-	-	-	4-9	2-7	17-21	288-299	335-349	384-398	362-376	398-414	457-473	84
82	47-48	52-53	57-58	-	1	-	1	-	-	-	-	-	0-3	0-1	12-16	300-311	350-365	399-413	377-391	415-431	474-489	82
80	49-50	54-55	59-60	-	-	1	-	-	-	-	-	-	-	-	7-11	312-323	366-380	414-427	392-406	432-449	490-506	80
78	51-52	56-58	61-62	1	-	-	-	-	-	2	3	-	-	-	2-6	324-336	381-396	428-442	407-421	450-466	507-522	78
76	53-55	59-60	63-64	-	-	-	-	-	3	-	-	-	-	-	0-1	337-348	397-411	443-457	422-436	467-483	523-539	76
74	56-57	61-63	65-66	-	0	-	-	-	-	-	-	-	-	-	-	349-360	412-427	458-472	437-452	484-501	540-555	74
72	58-59	64-65	67-68	0	-	-	-	-	-	-	-	-	-	-	-	361-373	428-442	473-486	453-467	502-518	556-572	72
70	60-61	66-67	69-71	-	-	0	-	-	-	-	-	-	-	-	-	374-385	443-458	487-501	468-482	519-536	573-588	70
68	62-63	68-70	72-73	-	-	-	-	-	-	-	4	-	-	-	-	386-397	459-473	502-516	483-497	537-553	589-605	68
66	64-66	71-72	74-75	-	-	-	-	-	-	-	-	-	-	-	-	398-409	474-489	517-531	498-512	554-570	606-621	66
64	67-68	73-74	76-77	-	-	-	-	-	4	2	-	-	-	-	-	410-422	490-504	532-545	513-527	571-588	622-637	64
62	69-70	75-77	78-79	-	-	-	-	-	-	-	3	-	-	-	-	423-434	505-520	546-560	528-542	589-605	638-654	62
≤60	71+	78+	80+	-	-	-	2+	1+	5+	3+	4+	5+	-	-	-	435+	521+	561+	543+	606+	655+	≤60

TOWER OF LONDON^{DX™} : 2ND EDITION - ADULT RECORD FORM (16+ years)

TLRP41

by William C. Culbertson, Psy.D. and Eric A. Zillmer, Psy.D.

Client ID _____ Date _____ / _____ / _____
yyyy mm dd

Sex M F Handedness R L Date of Birth _____ / _____ / _____
yyyy mm dd

Address _____ Age _____
years

Med. Status _____ Referred By _____

Examiner _____

Instructions: For each problem, record the number of moves under the column "Move Count." In the appropriate boxes, record the Initiation Time and Execution Time for each problem, in addition to any Rule or Time Violations. When finished, follow the equations for each problem and total the columns into the grey boxes at the bottom. Plot these totals on the Profile Sheet.

Test Problems	Time Limit	Start Position		Tower of London Scoring								
		Move Count (max. 20)	Minimum	Move Score	Timing			Violations				
					Initiation Time (1st Move)	Execution Time	Total	Time (Over 1 min.)	Rule		Stimulus Bound	
									Type I	Type II		
D.												
P.	2 min.	<input type="text"/>	(2)									
P.	2 min.	<input type="text"/>	(2)									
1.	2 min.	<input type="text"/>	- (4) =	<input type="text"/>								
2.	2 min.	<input type="text"/>	- (4) =	<input type="text"/>								
3.	2 min.	<input type="text"/>	- (5) =	<input type="text"/>								
4.	2 min.	<input type="text"/>	- (5) =	<input type="text"/>								
5.	2 min.	<input type="text"/>	- (5) =	<input type="text"/>								
6.	2 min.	<input type="text"/>	- (6) =	<input type="text"/>								
7.	2 min.	<input type="text"/>	- (6) =	<input type="text"/>								
8.	2 min.	<input type="text"/>	- (6) =	<input type="text"/>								
9.	2 min.	<input type="text"/>	- (7) =	<input type="text"/>								
10.	2 min.	<input type="text"/>	- (7) =	<input type="text"/>								
Total Correct Score = <input type="text"/>				<input type="text"/>								
(Number of problems solved in minimum move count)				Total Move Score	Total Initiation Time	Total Execution Time	Total Time	Total Time Violations	Total Rule Violations (Type 1 + Type 2)		Total Stimulus Bound	

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Say different words.

No names of people.

No names of places.

No numbers.

F

A

S

D-KEFS Verbal Fluency Test (continued)

Condition 2: Category Fluency

Animals

Boys' Names

First Interval: 1-15 Seconds	1"-15" <input type="text"/>
Second Interval: 16-30 Seconds	16"-30" <input type="text"/>
Third Interval: 31-45 Seconds	31"-45" <input type="text"/>
Fourth Interval: 46-60 Seconds	46"-60" <input type="text"/>

1"-15" <input type="text"/>
16"-30" <input type="text"/>
31"-45" <input type="text"/>
46"-60" <input type="text"/>

AN
 I
 N
 C
 Re
 16
 An
 E
 N:
 C
 Res
 31
 Ani
 B:
 Na
 Cc
 Resp
 46"
 Ani
 Bc
 Na
 Co
 Resp
 1"
 Cate
 Flue
 Tot
 Con
 Raw 5

Animals

Total Correct Responses

Total Set-Loss Errors

Total Repetition Errors

Boys' Names

Total Correct Responses

Total Set-Loss Errors

Total Repetition Errors

Category Fluency: Total Responses:
(Correct + Incorrect)

* Note: Some repetition errors are coded also as set-loss errors; each double-coded error counts as only one response for the total responses measure.

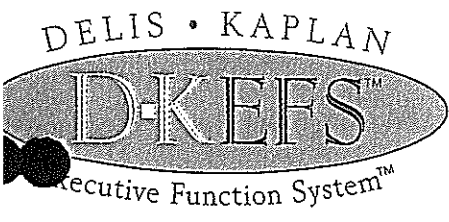


Make different designs.

Use only 4 straight lines to connect dots.

Each line touches at least one other line at a dot.

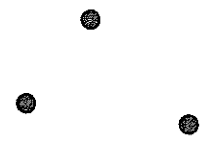




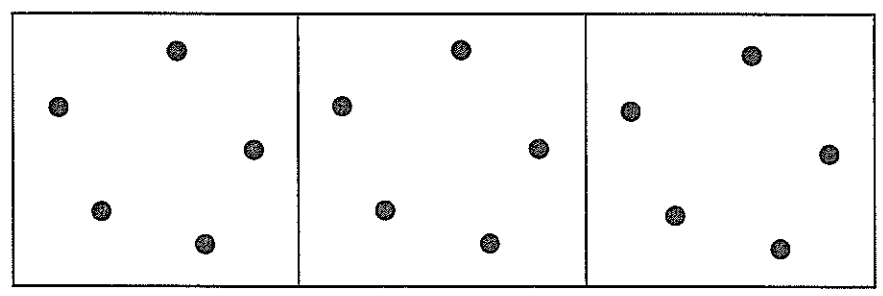
Name _____ Age _____
ID _____ Date _____
Examiner _____
Notes _____

Design Fluency Test

Condition 1
Filled Dots



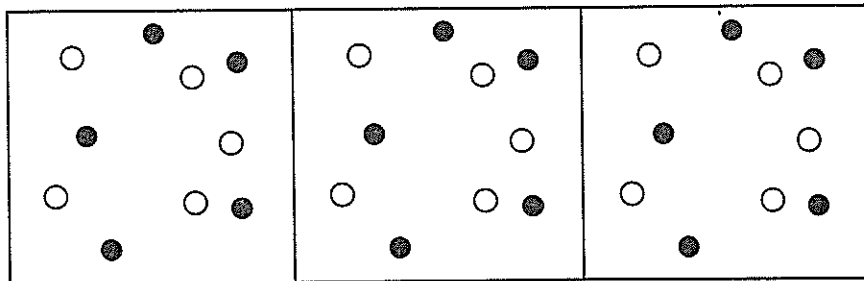
Practice



Filled Dots

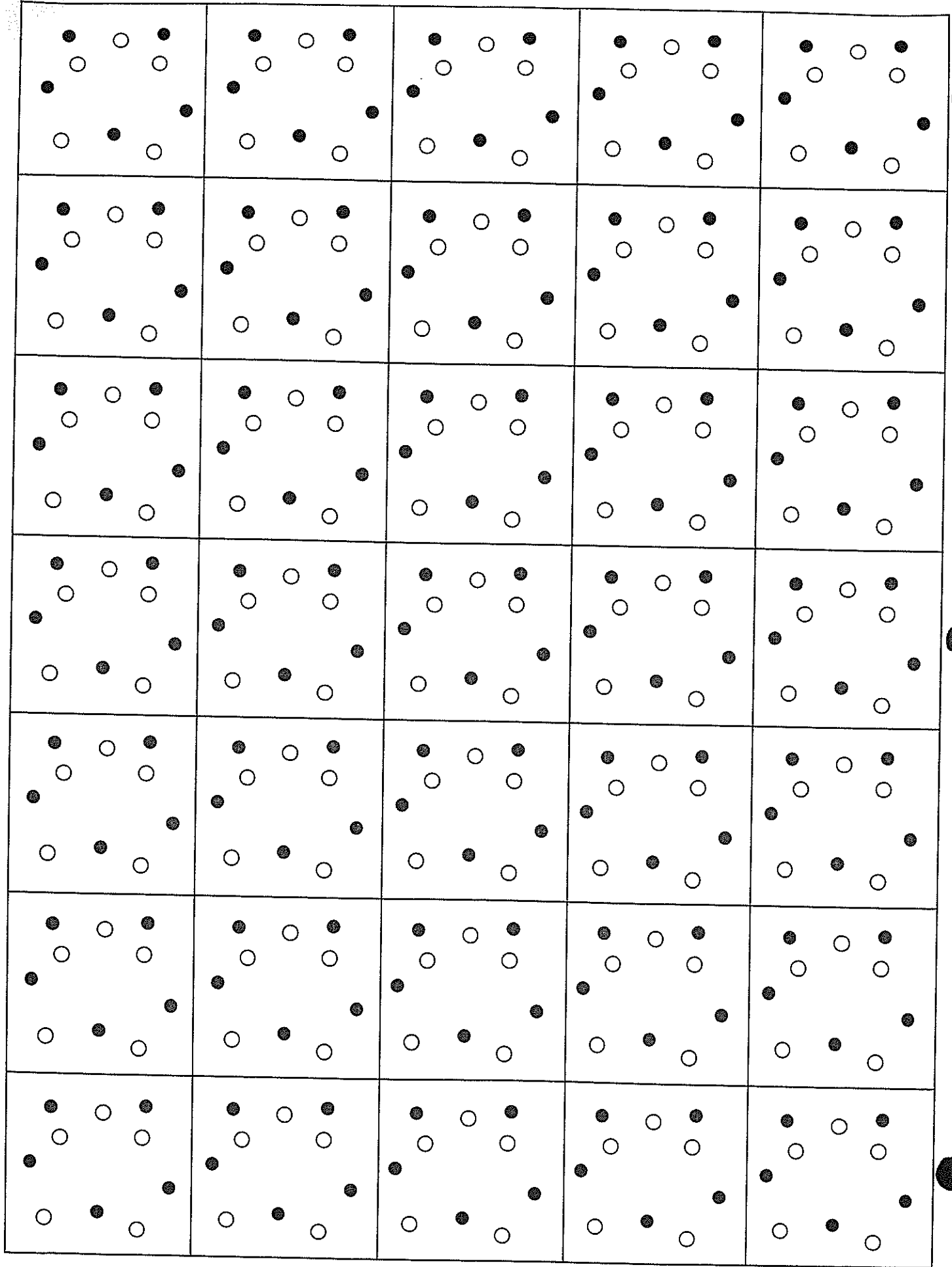
Top

Practice



Empty Dots Only

Top



LOGICAL MEMORY I Administer both stories. Score 1 point for each correct item (see Appendix A in Manual for Scoring Criteria).

Score

Story A

Anna / Thompson / of South / Boston / employed / as a cook /
 in a school / cafeteria / reported / at the City Hall / Station /
 that she had been held up / on State Street / the night before /
 and robbed / of fifty-six dollars / She had four /
 small children / the rent was due / and they had not eaten /
 for two days / The police / touched by the woman's story /
 took up a collection / for her /

Max. = 25
Total Story A

Story B

Robert / Miller / was driving / a ten-ton / truck /
 down a highway / at night / in the Mississippi / Delta /
 carrying eggs / to Nashville / when his axle / broke /
 His truck skidded / off the road / into a ditch /
 He was thrown / against the dashboard / and was badly shaken /
 There was no traffic / and he doubted that help would come /
 Just then his two-way radio / buzzed / He quickly answered /
 "This is Grasshopper /"

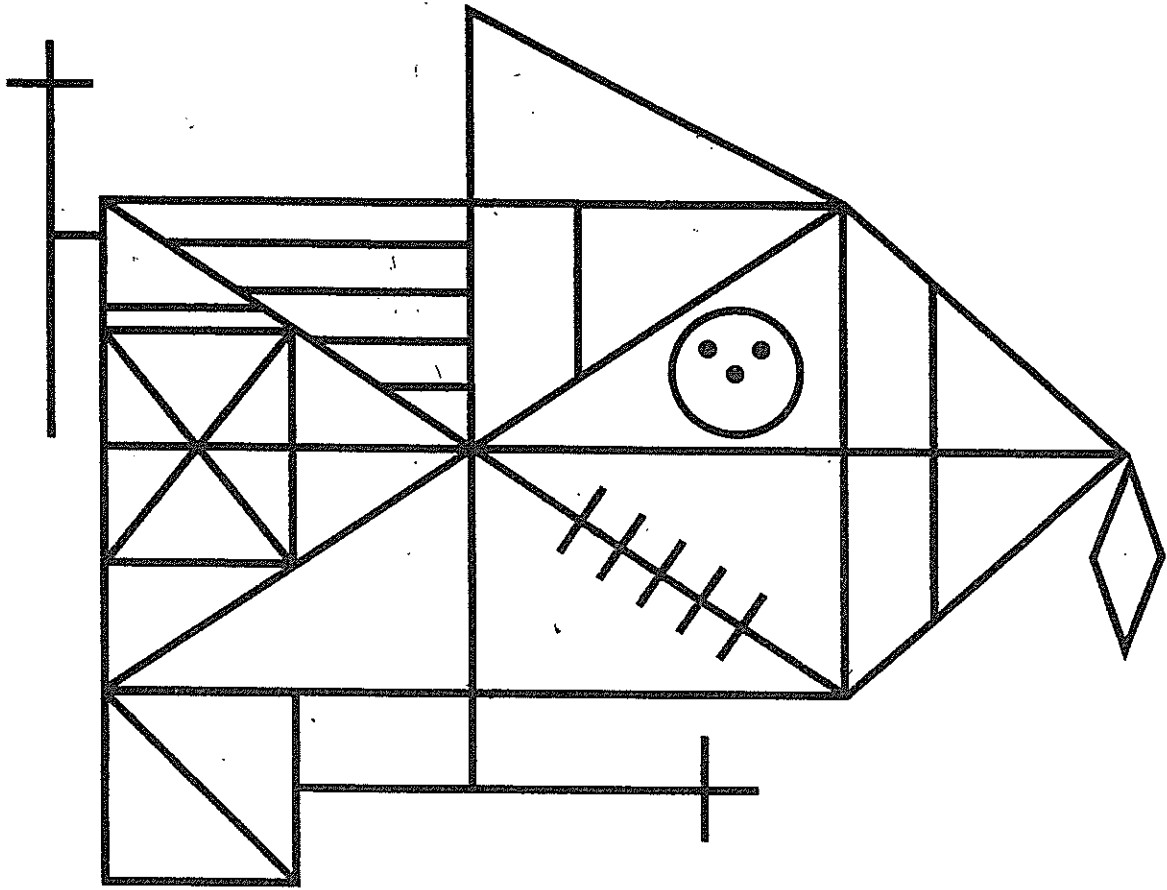
Max. = 25
Total Story B

Max. = 50
Total Sum of Stories A + B

Record clock time _____

Record clock time _____

LOGICAL MEMORY II Administer 30 minutes after Logical Memory I. Score 1 point for each correct item (see Appendix A in Manual for Scoring Criteria).	Score
<p>Story A</p> <p style="text-align: right;">Reminder Given: _____ No _____ Yes</p> <p>Anna / Thompson / of South / Boston /, employed / as a cook / in a school / cafeteria /, reported / at the City Hall / Station / that she had been held up / on State Street / the night before / and robbed / of fifty-six dollars /. She had four / small children /, the rent was due /, and they had not eaten / for two days /. The police /, touched by the woman's story /, took up a collection / for her /.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Max. = 25 Total Story A</p>	
<p>Story B</p> <p style="text-align: right;">Reminder Given: _____ No _____ Yes</p> <p>Robert / Miller / was driving / a ten-ton / truck / down a highway / at night / in the Mississippi / Delta /, carrying eggs / to Nashville /, when his axle / broke /. His truck skidded / off the road /, into a ditch /. He was thrown / against the dashboard / and was badly shaken /. There was no traffic / and he doubted that help would come /. Then his two-way radio / buzzed /. He quickly answered /, "This is Grasshopper /."</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Max. = 25 Total Story B</p>	
<p>Max. = 50 Total Sum of Stories A + B</p>	



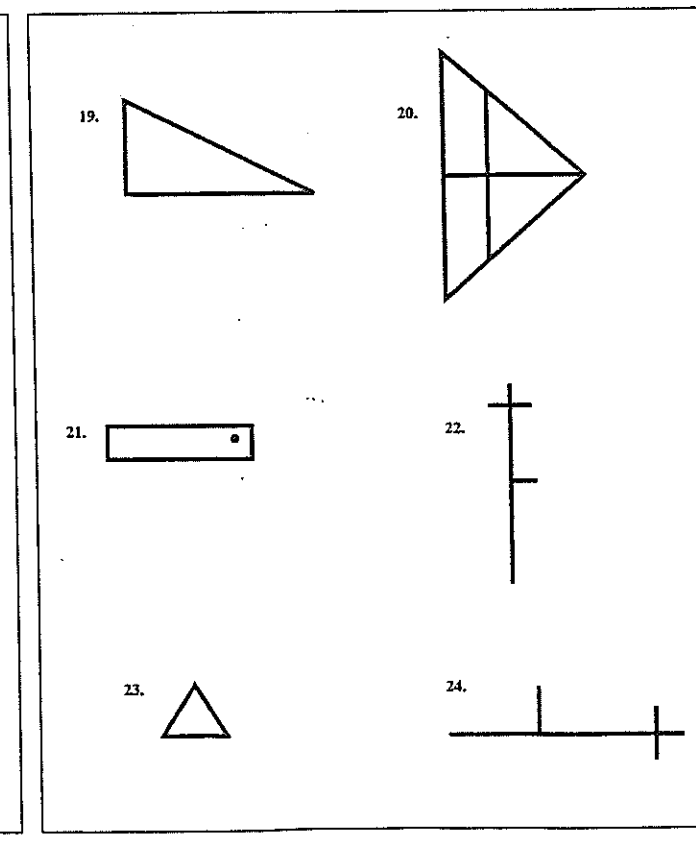
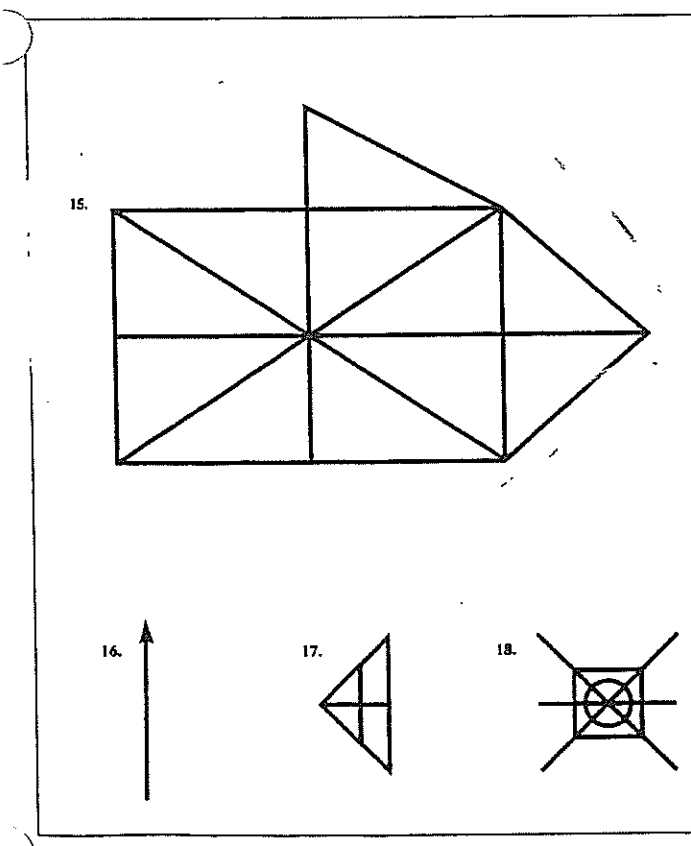
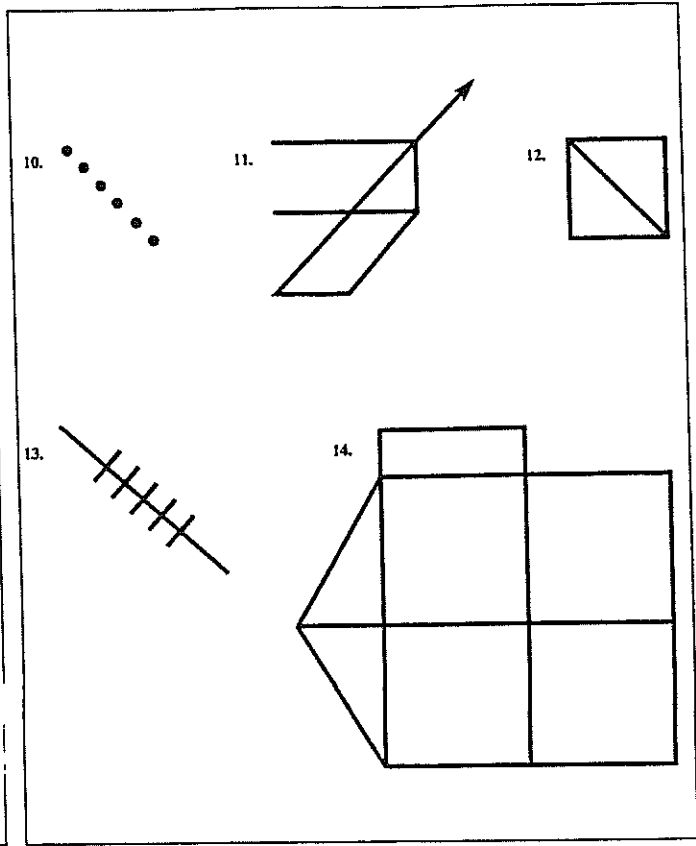
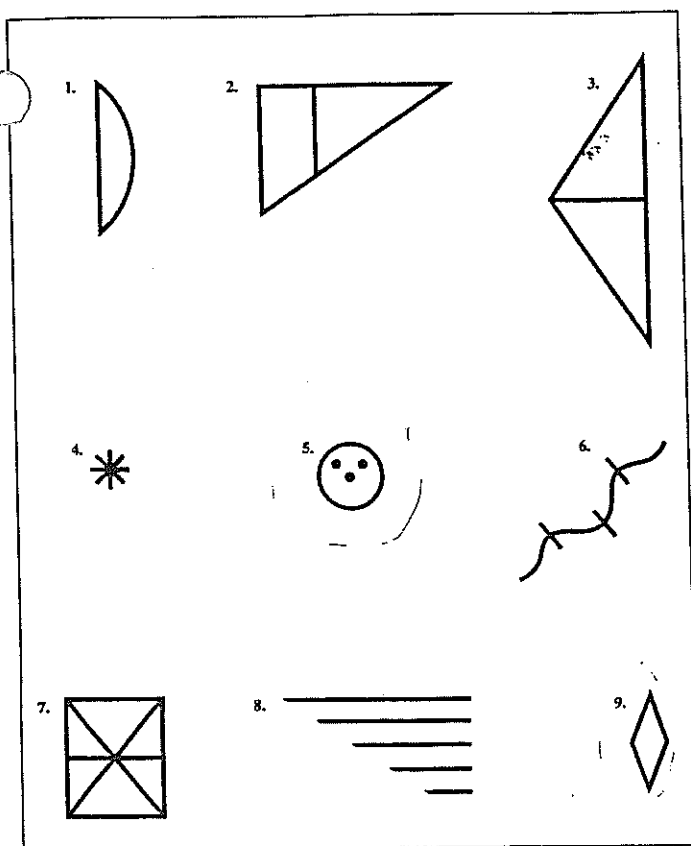


Figure 20. Case Illustration 3: Recognition trial.

C

C

C

C

C

C

,

C

C

C

1

C

C

C

.

List A Immediate Free Recall Trial 1

I'm going to read a list of words to you. Listen carefully, because when I'm through, I want you to tell me as many of the words as you can. You can say them in any order, just say as many of them as you can. Are you ready?

Read List A at an even pace, taking slightly longer than one second per word, so the entire list takes 18 to 20 seconds. Then say: Go ahead.

	Resp Type
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

List A

- truck
- spinach
- giraffe
- bookcase
- onion
- motorcycle
- cabinet
- zebra
- subway
- lamp
- celery
- cow
- desk
- boat
- squirrel
- cabbage

Total Correct C

Total Repetitions R

Total Intrusions I

Trial 2

I'm going to read the same list again. Like before, tell me as many of the words as you can, in any order. Be sure to also say words from the list that you told me the first time.

	Resp Type
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Total Correct C

Total Repetitions R

Total Intrusions I

Trials 3 and 4

I'm going to read the same list again. Like before, tell me as many of the words as you can, in any order, including words from the list you've said before.

	Resp Type
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Total Correct C

Total Repetitions R

Total Intrusions I

Trial 5

I'm going to read the same list one more time. Like before, tell me as many of the words as you can, in any order, including words from the list you've said before.

	Resp Type
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Total Correct C

Total Repetitions R

Total Intrusions I

Record all responses verbatim, in the order recalled. Prompt only once (e.g., Anything else?); at the end of each free and cued recall trial (i.e., after 15 seconds with no response or when the examinee says he/she cannot remember more words).

Total Correct C

Total Repetitions R

Total Intrusions I

List B Immediate Free Recall

Now I'm going to read a second list of words to you. When I'm through, I want you to tell me as many words from this second list as you can, in any order. Don't tell me words from the first list, just this second list.

Read List B at an even pace, taking slightly longer than one second per word, so the entire list takes 18 to 20 seconds. Then say: Go ahead.

Trial B

1	violin	Resp Type
2	cucumber	
3	elephant	
4	closet	
5	turnip	
6	guitar	
7	basement	
8	sheep	
9	clarinet	
10	garage	
11	corn	
12	rabbit	
13	patio	
14	saxophone	
15	tiger	
16	radishes	
17		
18		
19		
20		

Total Correct C
 Total Repetitions R
 Total Intrusions I

List A Short-Delay Cued Recall

Tell me all the words from the first list that are furniture.
 Tell me all the words from the first list that are vegetables.
 Tell me all the words from the first list that are ways of traveling.
 Tell me all the words from the first list that are animals.

List A Short-Delay Free Recall

Now I want you to tell me all the words you can from the first list, the one I read to you several times. Don't tell me words from the second list, just the first list. Go ahead.

Record all responses verbatim, in the order recalled. Prompt only once (e.g., Anything else?) at the end of each free and cued recall trial (i.e., after 15 seconds with no response or when the examinee says he/she cannot remember more words).

Vegetables

1	Resp Type
2	
3	
4	
5	
6	
7	
8	

Furniture

1	Resp Type
2	
3	
4	
5	
6	
7	
8	

Animals

1	Resp Type
2	
3	
4	
5	
6	
7	
8	

Ways of Traveling

1	Resp Type
2	
3	
4	
5	
6	
7	
8	

Total Correct C Total Repetitions R

Total Intrusions I

There should be approximately a 20-minute delay between the completion of Short-Delay Cued Recall and the start of Long-Delay Free Recall. Do not inform the examinee that there will be later CVLT-II trials.

