

## Mini-Mental Status Examination

The Mini-Mental Status Examination offers a quick and simple way to quantify cognitive function and screen for cognitive loss. It tests the individual's orientation, attention, calculation, recall, language and motor skills.

Each section of the test involves a related series of questions or commands. The individual receives one point for each correct answer.

To give the examination, seat the individual in a quiet, well-lit room. Ask him/her to listen carefully and to answer each question as accurately as he/she can.

Don't time the test but score it right away. To score, add the number of correct responses. The individual can receive a maximum score of 30 points.

A score below 20 usually indicates cognitive impairment.

### The Mini-Mental Status Examination

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Years of School; \_\_\_\_\_

Date of Exam: \_\_\_\_\_

#### Orientation to Time

Correct

Incorrect

What is today's date?

What is the month?

What is the year?

What is the day of the week today?

What season is it?

Total: \_\_\_\_\_

#### Orientation to Place

Whose home is this?

What room is this?

What city are we in?

What county are we in?

What state are we in?

Total: \_\_\_\_\_

#### Immediate Recall

Ask if you may test his/her memory. Then say "ball", "flag", "tree" clearly and slowly, about 1 second for each. After you have said all 3 words, ask him/her to repeat them – the first repetition determines the score (0-3):

Ball

Flag

Tree

Total: \_\_\_\_\_

## Attention

- A) Ask the individual to begin with 100 and count backwards by 7. Stop after 5 subtractions. Score the correct subtractions.

93	<input type="checkbox"/>	<input type="checkbox"/>
86	<input type="checkbox"/>	<input type="checkbox"/>
79	<input type="checkbox"/>	<input type="checkbox"/>
72	<input type="checkbox"/>	<input type="checkbox"/>
65	<input type="checkbox"/>	<input type="checkbox"/>

Total: \_\_\_\_\_

- B) Ask the individual to spell the word "WORLD" backwards. The score is the number of letters in correct position.

D	<input type="checkbox"/>	<input type="checkbox"/>
L	<input type="checkbox"/>	<input type="checkbox"/>
R	<input type="checkbox"/>	<input type="checkbox"/>
O	<input type="checkbox"/>	<input type="checkbox"/>
W	<input type="checkbox"/>	<input type="checkbox"/>

Total: \_\_\_\_\_

## Delayed Verbal Recall

Ask the individual to recall the 3 words you previously asked him/her to remember.

Ball	<input type="checkbox"/>	<input type="checkbox"/>
Flag	<input type="checkbox"/>	<input type="checkbox"/>
Tree	<input type="checkbox"/>	<input type="checkbox"/>

Total: \_\_\_\_\_

## Naming

Show the individual a wristwatch and ask him/her what it is. Repeat for pencil.

Watch	<input type="checkbox"/>	<input type="checkbox"/>
Pencil	<input type="checkbox"/>	<input type="checkbox"/>

## Repetition

Ask the individual to repeat the following:

"No if, ands, or buts"

### 3-Stage Command

Give the individual a plain piece of paper and say, "Take the paper in your hand, fold it in half, and put it on the floor."

Takes	<input type="checkbox"/>	<input type="checkbox"/>
Folds	<input type="checkbox"/>	<input type="checkbox"/>
Puts	<input type="checkbox"/>	<input type="checkbox"/>

### Reading

Hold up the card reading: "Close your eyes" so the individual can see it clearly. Ask him/her to read it and do what it says. Score correctly only if the individual actually closes his/her eyes.

<input type="checkbox"/>	<input type="checkbox"/>
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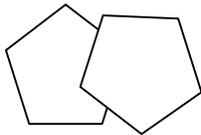
### Writing

Give the individual a piece of paper and ask him/her to write a sentence. It is to be written spontaneously. It must contain a subject and verb and be sensible.

<input type="checkbox"/>	<input type="checkbox"/>
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### Copying

Give the individual a piece of paper and ask him/her to copy a design of two intersecting shapes. One point is awarded for correctly copying the shapes. All angles on both figures must be present, and the figures must have one overlapping angle.



<input type="checkbox"/>	<input type="checkbox"/>
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**Total Score:** \_\_\_\_\_