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California Verbal Learning Test II (CVLT-II)**

<b>Availability:</b>	<b>Please visit this website for more information about the instrument:</b> <a href="#">Please click here for the California Verbal Learning Test II.</a>
<b>Classification:</b>	Supplemental.
<b>Short Description of Instrument:</b>	<p>Assessment of verbal learning and memory for older adolescents and adults.</p> <p>The CVLT-II has been revised to include more comprehensive information provided by new items including a more technologically advanced scoring system. An expanded age range has also been added and these additions have resulted in improved correlation with the Wechsler Abbreviated Scale of Intelligence leading to valuable comparative data.</p> <p><b>Flexible Administration:</b></p> <p>New options provide flexibility in test administration. You can use the Short Form when exam time is limited or when you need less detailed test information. The Short Form is also helpful when examinee fatigue is a concern, or severe memory or cognitive deficits make the Standard or Alternate Forms impractical. The Short Form features lists of nine words in three categories and takes only 15 minutes to administer (plus two delay periods totaling 15 minutes). The new Alternate Form prevents artificially inflated scores when re-testing is necessary. The Standard and Alternate Forms can be administered in 30 minutes, with an additional 30-minute delay.</p> <p><b>Expanded Sample:</b></p> <p>Extensive clinical data are available. New norms are available on a national sample of adults selected to represent the U.S. population. Norms are provided for individuals from ages 16 to 89, increasing the use of the new edition.</p> <p>Correlated with Wechsler Abbreviated™.</p> <p>CVLT–II is correlated with the Wechsler Abbreviated Scale of Intelligence™ (WASI™), providing valuable comparison information about the effect of cognitive ability on verbal learning and memory.</p> <p><b>Epilepsy Specific Description:</b></p> <p>The California Verbal Learning-2 test is commonly used in North America to characterize verbal learning and retention in both clinical practice and clinical research. The CVLT-2 contains 5 learning trials of 16 words chosen from several semantic categories (e.g., apple, banana (fruit)). After completing the 5 learning trials, a second (new) word list is presented for a single learning trial. Then, following the single recall trial of the new words, spontaneous recall of the initial word list is obtained. Following a 30-minute delay, free recall and recognition of the initial word list is assessed.</p>

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<b>Strengths/Weaknesses:</b>	<p>One of the main advantages of the CVLT-2 is the availability of normative information. The original CVLT also demonstrated sensitivity to verbal memory decline associated with left temporal surgery (Stroup et al., 2003; Martin et al., 2001). It also contains a forced choice recognition test, which may be useful in identifying incomplete effort directed toward task. The CVLT-2 also permits characterization of learning styles (semantic, serial) and serial position effect of item recall. However, these factors have not been selectively identified as consistent characteristics that are useful in characterizing memory performance in epilepsy.</p> <p>There are two primary disadvantages of the CVLT-2, however. The first is that the semantic relationship among words decreases its sensitivity to lateralized temporal lobe dysfunction in patients with temporal lobe epilepsy. This semantic link across different words in the list acts as a cue to facilitate memory performance in patients whose memory is partially compromised. The other primary disadvantage is that it is a commercial product (Kit price \$650; record forms \$2.75 each). As with the WMS-IV, there is an additional risk that a new word list or other changes may be introduced during its revision/restandardization. For example, the CVLT-2 contains a different word list than the original CVLT.</p>
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