Abstract

The diploma thesis deals with the topic of limited normative data and its aim is to report the norms of the Clock Drawing Test (CDT) in a large sample of cognitively healthy Czech elderly ($N = 501$; aged 60 to 99). The CDT is a commonly used tool for screening of cognitive functions. We worked with the following version of test: clock drawing with pre-drawn circle and time setting 13.45 using three different scoring systems (Babins, Slater, Whitehead, & Chertkow, 2008; Cohen, Ricci, Kibby, & Edmonds, 2000; Shulman, Pushkar Gold, Cohen, & Zucchero, 1993). As a result, we found a significant effect of age and education, but non-significant effect of gender on CDT performance in old age. Therefore normative data was calculated considering those two demographical variables; the tables present means, standard deviations and t-scores based on defined subgroups. The results indicate that CDT performance of cognitively healthy elderly is negatively influenced by age, while directly proportional effect of education. Moreover it seems that the range of scores of the test grows with increasing age. Data collected in this thesis may be used for a more effective and standardized interpretation of CDT performance in old age in both clinical context and research. We also confirmed high inter-rater reliability between three evaluators for the selected scoring systems. Last but not least, a strong correlation among all selected scoring systems was elicited, however, there was only a moderately strong coorelation between the CDT and Montreal Cognitive Assessment, and the CDT correlated faintly with Mini-Mental State Examination.

Key words: Clock Drawing Test, elderly, screening, cognitive functions, norms