

Rating Scale/Rubric Guide

This Rating Scale/Rubric Guide and the following Current Performance Form can be used to establish the student's current level of performance on the objectives. Users may elect to use the Rating Scale measure or the Rubric Guide measure. Before conducting a rating, read the entire *Language Arts Objective Sequence* carefully and literally so that you become familiar with the scope and sequence of the objectives (skills). The examples are provided to add clarity to the intent of the objectives and to minimize the need for interpretation. Ratings may be completed independently by individuals knowledgeable about the student, or ratings may represent the consensus of team members who work with the student. The ratings measure the student's **DEMONSTRATION** of the skills; they **DO NOT** measure whether or not the student knows how to perform the skills.

Given your knowledge of the student and best judgment, rate each item on the Current Performance Form as follows:

The student demonstrates this objective . . .

Rating Scale

- 0 = No basis for a judgment, don't know, or does not apply
- 1 = Never or rarely true (less than 30% of the time or opportunities)
- 2 = Sometimes true (between 30% and 60% of the time or opportunities)
- 3 = Often true (between 60% and 90% of the time or opportunities)
- 4 = Always or almost always true (90% or greater of the time or opportunities)
This objective is mastered.

Rubric Guide

- 0 = No basis for a judgment, do not know, or does not apply
- 1 = No or minimal evidence of the skills
- 2 = Some evidence of accuracy with the skill
- 3 = Evidence of moderate accuracy and fluency
- 4 = Evidence of good accuracy and fluency
- 5 = Excellent fluency with the skill
This objective is mastered.

Use the rating of "0" as little as possible and only when you have no basis for a judgment or when it clearly does not apply in your setting.

Current Performance Form

Student _____ Teacher _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Readiness

- _____ 301. respond to sounds
- _____ 302. make eye contact
- _____ 303. play language games
- _____ 304. use oral language
- _____ 305. share experience with peers
- _____ 306. share experience related to a lesson
- _____ 307. differentiate shape, size, color
- _____ 308. demonstrate directionality
- _____ 309. identify elements in a simple picture
- _____ 310. identify elements in a complex picture
- _____ 311. tell a story about a picture
- _____ 312. demonstrate picture-meaning knowledge
- _____ 313. match beginning same sound
- _____ 314. match ending same sound
- _____ 315. rhyme medial vowels
- _____ 316. play structured language games
- _____ 317. name the alphabet in order
- _____ 318. imitate letter sound
- _____ 319. identify upper- and lowercase letters
- _____ 320. write oral language
- _____ 321. distinguish letters vs. words
- _____ 322. write alphabet letters
- _____ 323. match similar words
- _____ 324. use new vocabulary words
- _____ 325. write as play activity
- _____ 326. match oral to printed words
- _____ 327. identify word vs. sentence
- _____ 328. hold materials at comfortable angle
- _____ 329. start at beginning of book
- _____ 330. turn pages one at a time
- _____ 331. point to signs
- _____ 332. read basic sight words
- _____ 333. participate in choral readings
- _____ 334. listen to stories
- _____ 335. identify book parts
- _____ 336. use the library
- _____ Other _____

Listening

- _____ 301. attend to a speaker
- _____ 302. maintain eye contact
- _____ 303. reply to questions
- _____ 304. ask for clarification
- _____ 305. stop on command
- _____ 306. follow single-act directions
- _____ 307. follow nonsequenced directions
- _____ 308. follow sequenced directions
- _____ 309. answer questions
- _____ 310. rephrase material
- _____ ...
- _____ 211. ask for clarification
- _____ 212. stop on command to group
- _____ 213. follow directions to group
- _____ 214. differentiate opinions vs. facts
- _____ 215. evaluate information
- _____ 216. interpret intonation
- _____ Other _____

Speaking

- _____ 301. use nonverbal communication
- _____ 302. imitate sounds and/or words
- _____ 303. respond with meaningful words
- _____ 304. use nouns to name objects
- _____ 305. use verbs to communicate
- _____ 306. use words for feelings
- _____ 307. use pronouns
- _____ 308. use adjectives
- _____ 309. use nouns with adjectives
- _____ 310. use plural nouns
- _____ 311. use possessive nouns
- _____ 312. speak with subject-verb agreement
- _____ 313. speak with proper word order
- _____ 314. speak simple sentences
- _____ 315. speak at an audible level.
- _____ 316. speak complex sentences
- _____ 317. speak compound sentences
- _____ 318. articulate clearly
- _____ 319. ask for materials
- _____ 320. initiate conversations
- _____ 321. speak fluently
- _____ 322. speak and participate in class
- _____ 323. respond to questions
- _____ 324. wait to be acknowledged
- _____ 325. remain on a topic
- _____ 326. continue a discussion
- _____ 327. describe actions in present tense
- _____ 328. describe actions in past tense
- _____ 329. describe actions in future tense
- _____ 330. describe activities in sequence
- _____ 331. recite memory exercises
- _____ 332. use body language
- _____ ...
- _____ 233. vary sentence patterns
- _____ 234. describe tasks in sequence
- _____ 235. paraphrase a discussion
- _____ 236. use specific vocabulary
- _____ 237. clarify ideas or opinions
- _____ 238. associate new information
- _____ 239. make oral presentations
- _____ ...
- _____ 140. present ideas from multiple sources
- _____ 141. make clarifications
- _____ 142. adapt language to context
- _____ 143. use rhetorical questions
- _____ Other _____

Current Performance Form

Student _____ Teacher _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Reading: Word Recognition

- _____ 301. demonstrate sound-symbol relationships
- _____ 302. read basic sight words
- _____ 303. identify vowels and consonants
- _____ 304. say and read medial vowels
- _____ 305. discriminate words by visual configuration
- _____ 306. use graphophonics
- _____ 307. blend sounds
- _____ 308. say and read consonant digraphs
- _____ 309. say and read consonant blends
- _____ 310. say and read words in CVCe pattern
- _____ 311. say and read words in CVVC pattern/digraphs
- _____ 312. say and read words in CVVC pattern/diphthongs
- _____ 313. read familiar units for decoding
- _____ 314. say and read a long vowel in open syllables
- _____ 315. say and read r-controlled vowels
- _____ 316. say and read sight words fluently
- _____ 317. read word families
- _____ 318. divide syllables in VCCV pattern
- _____ 319. divide syllables in VCV pattern
- _____ 320. divide syllables in words ending in /e
- _____ 321. divide syllables using base or root words
- _____ 322. divide syllables using prefixes or suffixes
- _____ 323. define prefixes and suffixes
- _____ 324. divide compound words
- _____ 325. define antonyms and synonyms
- _____ 326. attach meaning to contractions
- _____ 327. use structural analysis
- _____ 328. orally read instructional-level materials
- _____ 329. use strategies to decode words
- _____ 330. use context to anticipate words
- _____ 331. read independently
- _____ Other _____

Reading: Comprehension

- _____ 301. tell a story from pictures
- _____ 302. read common signs
- _____ 303. associate pictures with words
- _____ 304. identify main ideas by listening
- _____ 305. identify character traits
- _____ 306. sequence story events
- _____ 307. make predictions
- _____ 308. confirm or change predictions
- _____ 309. demonstrate story knowledge
- _____ 310. dictate stories
- _____ 311. use more than one strategy
- _____ 312. demonstrate self-correction
- _____ 313. demonstrate oral comprehension
- _____ 314. demonstrate silent comprehension
- _____ 315. relate personal experiences
- _____ 316. follow single-step directions
- _____ 317. identify cause and effect
- _____ 318. identify fact vs. opinion
- _____ 319. answer literal-level questions
- _____ 320. answer inferential-level questions
- _____ 321. answer critical/creative-level questions
- _____ 322. read at an appropriate rate
- _____ 323. respond to literature
- _____ 324. complete assigned tasks
- ...
- _____ 225. demonstrate passage comprehension
- _____ 226. identify main ideas
- _____ 227. state a purpose for reading
- _____ 228. ask questions concerning textual elements
- _____ 229. transfer skills to content areas
- _____ 230. adjust strategies to purpose
- _____ 231. interpret pictures, charts, etc.
- _____ 232. retell information after reading
- _____ 233. associate new material to schema
- _____ 234. identify fact vs. opinion
- _____ 235. relate main idea to other topics
- _____ 236. adjust reading rate to purpose
- ...
- _____ 137. self-monitor comprehension
- _____ 138. adjust to authors' styles
- _____ 139. compare main ideas
- _____ 140. analyze author's assumptions
- _____ 141. relate main idea to other topics
- _____ 142. answer critical/creative questions
- _____ 143. support inferences
- _____ 144. analyze written materials
- _____ 145. generate research topics
- _____ Other _____

Current Performance Form

Student _____ Teacher _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Writing: Handwriting

- _____ 301. mark or scribble
- _____ 302. represent objects
- _____ 303. copy from models
- _____ 304. write letters/numbers from models
- _____ 305. write lowercase letters with guidance
- _____ 306. write lower- and uppercase letters with guidance
- _____ 307. write numbers with guidance
- _____ 308. write letters without guidance
- _____ 309. write from left to right with guidance
- _____ 310. write name from a model
- _____ 311. write name without a model
- _____ 312. copy words with guidance
- _____ 313. write words without models
- _____ 314. write top to bottom
- _____ 315. copy sentences from models
- _____ 316. write sentences without models
- _____ 317. write between guidelines
- _____ 318. use appropriate letter slant
- _____ 319. write legibly
- _____ 320. transcribe manuscript into cursive
- _____ 321. write within margins
- _____ 322. complete assigned tasks
- _____ Other _____

Writing: Spelling

- _____ 301. write letters for consonants
- _____ 302. write letters for vowels
- _____ 303. spell name
- _____ 304. indicate position of consonants
- _____ 305. indicate position of vowels
- _____ 306. spell family names
- _____ 307. spell sight words
- _____ 308. say sounds for written blends
- _____ 309. write letters for blends
- _____ 310. write letters for digraphs
- _____ 311. write letters for diphthongs
- _____ 312. write letters for word parts
- _____ 313. spell common nouns
- _____ 314. spell using sound-symbol relationships
- _____ 315. spell using meaningful units
- _____ 316. use multisensory strategies
- _____ 317. spell irregular words
- _____ 318. spell aloud
- _____ 319. use glossary or dictionary
- _____ 320. complete assignments
- _____ ...
- _____ 221. independently spell using sound-symbol relationships
- _____ 222. independently spell using meaningful units
- _____ 223. spell frequently misspelled words
- _____ 224. use context to spell homophones
- _____ 225. spell technical/content area words
- _____ 226. use at least one spelling strategy
- _____ 227. spell from challenge word lists
- _____ 228. edit work
- _____ Other _____

Current Performance Form

Student _____ Teacher _____ Date _____

Summary of: Baseline ___ 6TH WK ___ 12TH WK ___ 18TH WK ___ 24TH WK ___ 30TH WK ___ 36TH WK ___

Other _____ Performance Level: 3 ___ 2 ___ 1 ___

Writing: Writing Process

- _____ 301. write a caption for a picture
- _____ 302. make a greeting card
- _____ 303. write a friendly letter
- _____ 304. brainstorm ideas
- _____ 305. select a topic
- _____ 306. dictate a story
- _____ 307. copy a dictated story
- _____ 308. write a paragraph
- _____ 309. list elements in a story
- _____ 310. write a narrative story
- _____ 311. write a rhyme or poem
- _____ 312. keep a personal journal
- _____ 313. describe details supporting a main idea
- _____ 314. proofread and edit work
- _____ 315. prepare a final draft
- _____ 316. complete and present work
- ...
- _____ 217. write a formal letter
- _____ 218. write an autobiography
- _____ 219. brainstorm topics without assistance
- _____ 220. differentiate writing styles
- _____ 221. write multiparagraph compositions
- _____ 222. use elements of narrative writing
- _____ 223. use elements of expository writing
- _____ 224. use elements of descriptive writing
- _____ 225. use elements of persuasive writing
- _____ 226. quote or paraphrase
- _____ 227. keep a journal of content topics
- _____ 228. identify idioms, metaphors, similes, etc.
- _____ 229. write responses to literature
- _____ 230. use references
- _____ 231. write from various points of view
- _____ 232. edit and proofread draft
- _____ 233. complete project following guidelines
- ...
- _____ 134. use writing styles for different audiences
- _____ 135. analyze/synthesize information
- _____ 136. address reader concerns
- _____ 137. support a response with references
- _____ 138. write a research paper
- _____ 139. write a technical document
- _____ 140. write for leisure
- _____ Other _____

Writing: Grammar

- _____ 301. identify common nouns
- _____ 302. identify common verbs
- _____ 303. identify word order
- _____ 304. write common nouns
- _____ 305. identify words that begin with capitals
- _____ 306. identify periods
- _____ 307. write a statement
- _____ 308. capitalize proper nouns
- _____ 309. identify question marks
- _____ 310. write a question
- _____ 311. identify plural nouns
- _____ 312. identify pronouns
- _____ 313. identify adjectives
- _____ 314. identify adverbs
- _____ 315. identify prepositions
- _____ 316. identify conjunctions
- _____ 317. identify exclamation marks
- _____ 318. write an exclamatory statement
- _____ 319. identify interjections
- _____ 320. identify complete sentences
- _____ 321. identify subjects and predicates
- _____ 322. use noun and verb agreement
- _____ 323. identify past and present verb tenses
- _____ 324. identify commas
- _____ 325. identify quotation marks
- _____ 326. identify apostrophes
- _____ 327. identify contractions
- _____ 328. complete assigned tasks
- ...
- _____ 229. indent paragraphs
- _____ 230. underline or italicize titles
- _____ 231. capitalize titles
- _____ 232. identify possessive pronouns
- _____ 233. differentiate possessive pronouns and contractions
- _____ 234. write present and past participle verbs
- _____ 235. write irregular verbs
- _____ 236. identify parts of speech
- _____ 237. write a compound sentence
- _____ 238. write a complex sentence
- _____ 239. write appositives
- _____ 240. write participles
- _____ 241. write gerunds
- _____ 242. write "misused" words
- _____ 243. use colons
- _____ 244. use semicolons
- _____ 245. write in the future tense
- _____ 246. write in present perfect, past perfect, and future perfect tenses
- _____ 247. correct errors with guidance
- ...
- _____ 148. identify infinitives as verbs
- _____ 149. write with parallel structure
- _____ 150. vary sentence types
- _____ 151. correct errors independently
- _____ Other _____

Individual Intervention Plan—Form A

Student _____ ID # _____ Age _____ Grade _____ School _____ Teacher _____
 School Year _____ Term _____ Begin Date _____ End Date _____ Plan No. _____

Objectives	Curriculum	Setting	Min./Wk	Adaptations	Strategies and Other Information	PP	CBA	DO	LOG
Readiness # # #									
Listening # # #									
Speaking # # #									
Word Recognition # # #									
Comprehension # # #									

Student _____

Date _____

Objectives	Curriculum	Setting	Min./Wk	Adaptations	Strategies and Other Information	PP	CBA	DO	LOG
Handwriting									
#									
#									
#									
Spelling									
#									
#									
#									
Writing Process									
#									
#									
#									
Grammar									
#									
#									
#									
Other Objectives									
#									
#									
#									
Additional Services Provided: ___ Adaptive PE ___Min. per Week ___ EBD ___ Min. per Week ___ Drug Counseling ___ Min. per Week ___ Health ___Min. per Week ___ OT/PT ___Min. per Week ___ LD ___ Min. per Week ___ Speech/Language ___ Min. per Week ___ Other _____									

Curriculum: Instructional Materials **Setting:** GE = General Education Classroom, RR = Resource Room, SC = Special Class, SS/AS = Special/Alternative School Other _____
Min./Wk = Minutes per Week **Monitoring:** PP = Permanent Product, CBA = Curriculum-Based Assessment, DO = Direct Observation, LOG = Narrative

Individual Intervention Plan—Form B

Student _____ ID # _____ Age _____ Grade _____ School _____ Teacher _____
 School Year _____ Term _____ Begin Date _____ End Date _____ Plan No. _____

Subscale/Objectives	Curriculum	Setting	Min./Wk	Adaptations	Strategies and Other Information	PP	CBA	DO	LOG
_____ # # #									
_____ # # #									
_____ # # #									
_____ # # #									
_____ # # #									

Student _____

Date _____

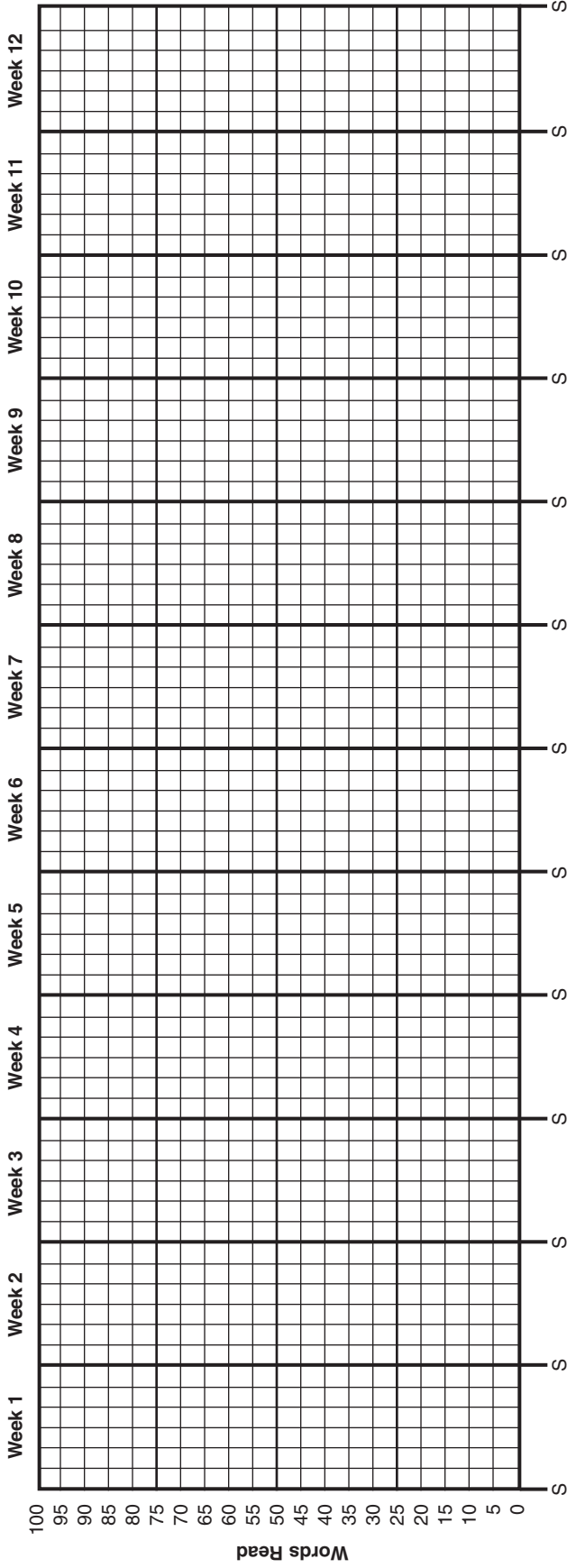
Subscale/Objectives	Curriculum	Setting	Min./Wk	Adaptations	Strategies and Other Information	PP	CBA	DO	LOG
_____ # # #									
_____ # # #									
_____ # # #									
_____ # # #									
_____ # # #									
Additional Services Provided: ___ Adaptive PE ___ Min. per Week ___ EBD ___ Min. per Week ___ Drug Counseling ___ Min. per Week ___ Health ___ Min. per Week ___ OT/PT ___ Min. per Week ___ LD ___ Min. per Week ___ Speech/Language ___ Min. per Week ___ Other _____									

Curriculum: Instructional Materials **Setting:** GE = General Education Classroom, RR = Resource Room, SC = Special Class, SS/AS = Special/Alternative School Other _____
Min./Wk = Minutes per Week **Monitoring:** PP = Permanent Product, CBA = Curriculum-Based Assessment, DO = Direct Observation, LOG = Narrative

Word Recognition Progress Chart

Student _____ Teacher _____ School Year _____

Curriculum _____ Publisher _____ Term _____



Date: _____

Passage/List: _____

# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____
correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____
incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____
% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____

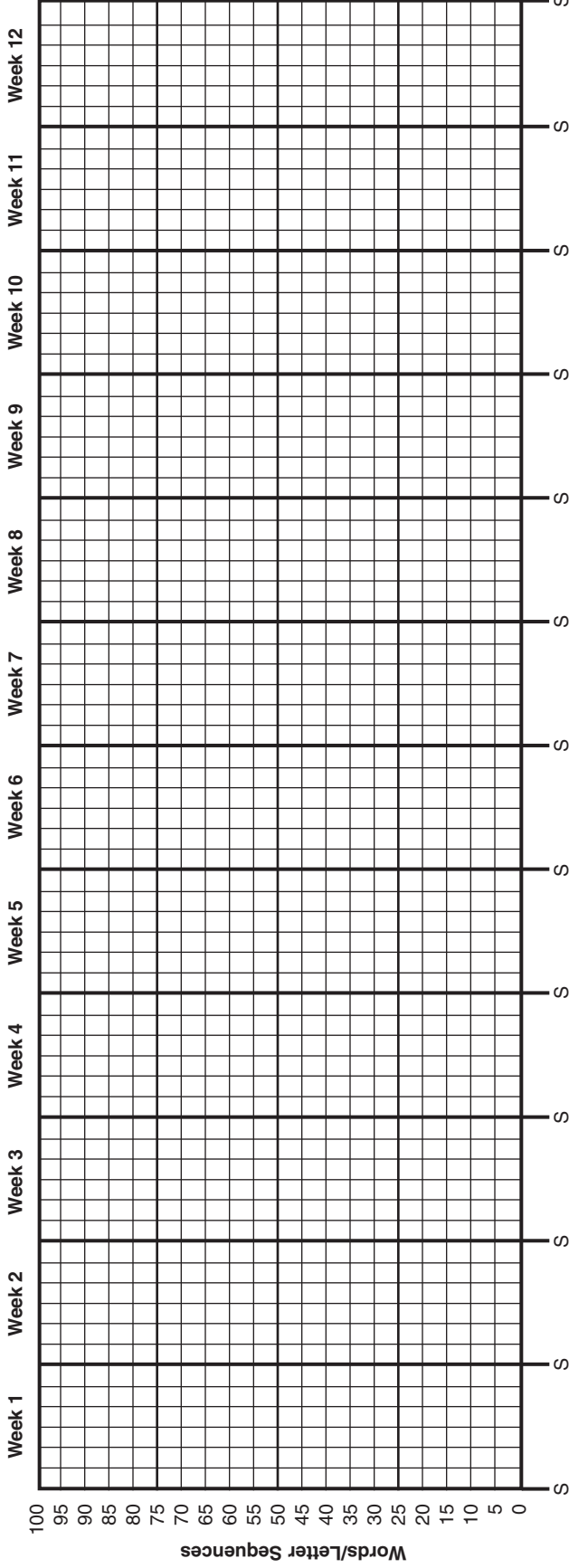
Comments:

Key:
 ● = Words read correctly
 X = Words read incorrectly
 S = Sunday

Spelling Progress Chart

Student _____ Teacher _____ School Year _____

Curriculum _____ Publisher _____ Term _____



Date: _____

Word List: _____

# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____	# words _____
correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____	correct _____
incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____
% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____

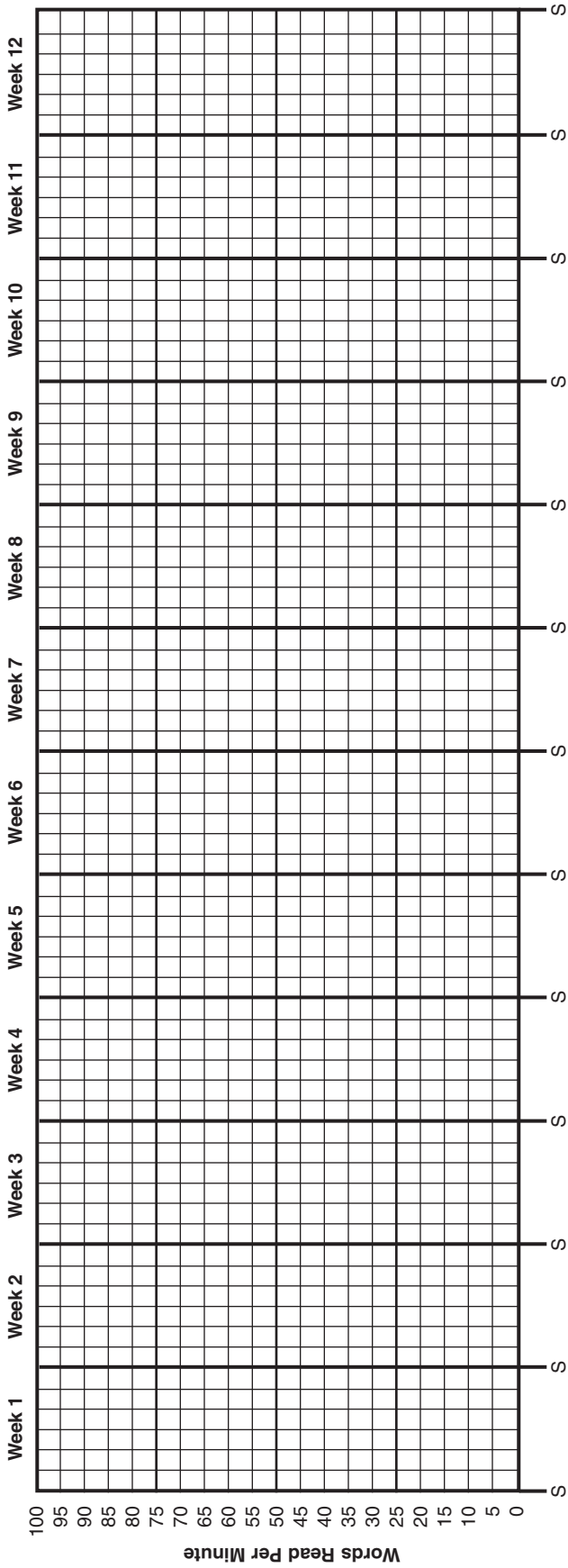
Comments:

Key:
 ● = Correct letter sequences
 X = Incorrect letter sequences
 S = Sunday

Oral Reading Rate Progress Chart for Beginning Readers

Student _____ Teacher _____ School Year _____

Curriculum _____ Publisher _____ Term _____



Date: _____

Passage: _____

# words _____	# words _____	# words _____	# words _____	# words _____	# words _____
correct _____	correct _____	correct _____	correct _____	correct _____	correct _____
incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____	incorrect _____
% correct _____	% correct _____	% correct _____	% correct _____	% correct _____	% correct _____

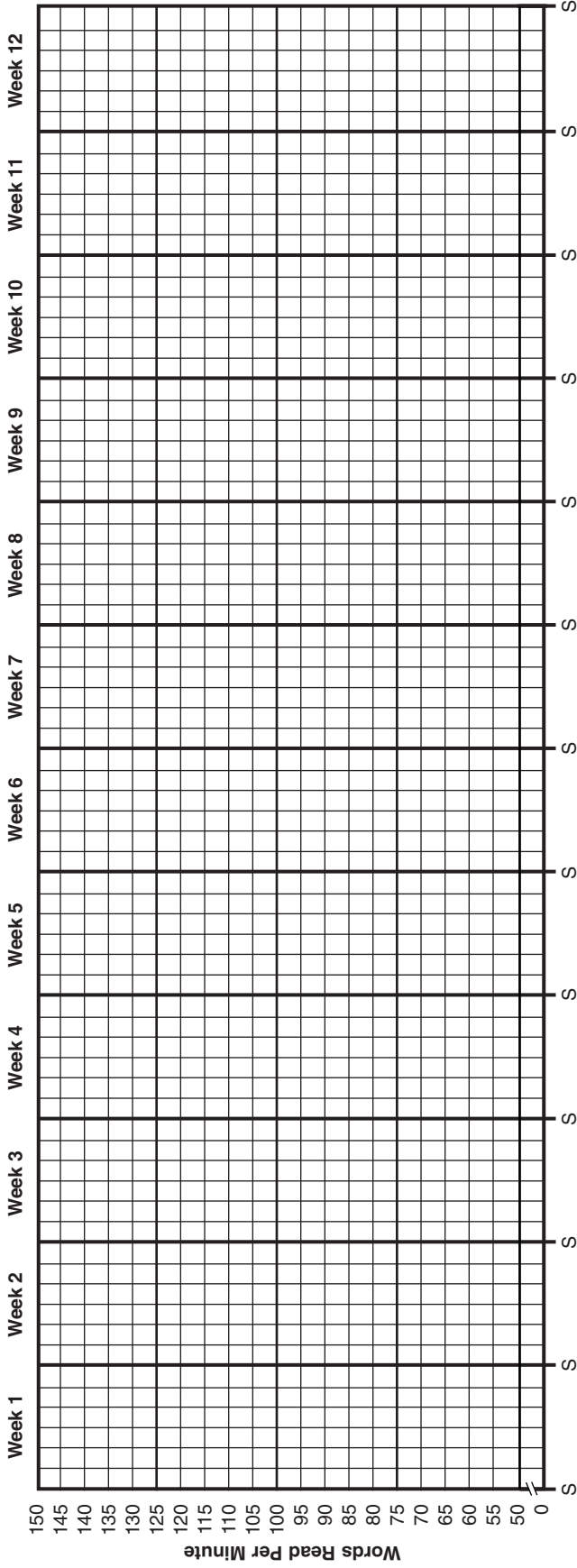
Comments:

Key:
 ● = Words read correctly
 X = Words read incorrectly
 S = Sunday

Oral Reading Rate Progress Chart for Advanced Readers

Student _____ Teacher _____ School Year _____

Curriculum _____ Publisher _____ Term _____



Date: _____

Passage: _____

# words	_____	# words	_____	# words	_____	# words	_____	# words	_____	# words	_____	# words	_____	# words	_____
correct	_____	correct	_____	correct	_____	correct	_____	correct	_____	correct	_____	correct	_____	correct	_____
incorrect	_____	incorrect	_____	incorrect	_____	incorrect	_____	incorrect	_____	incorrect	_____	incorrect	_____	incorrect	_____
% correct	_____	% correct	_____	% correct	_____	% correct	_____	% correct	_____	% correct	_____	% correct	_____	% correct	_____

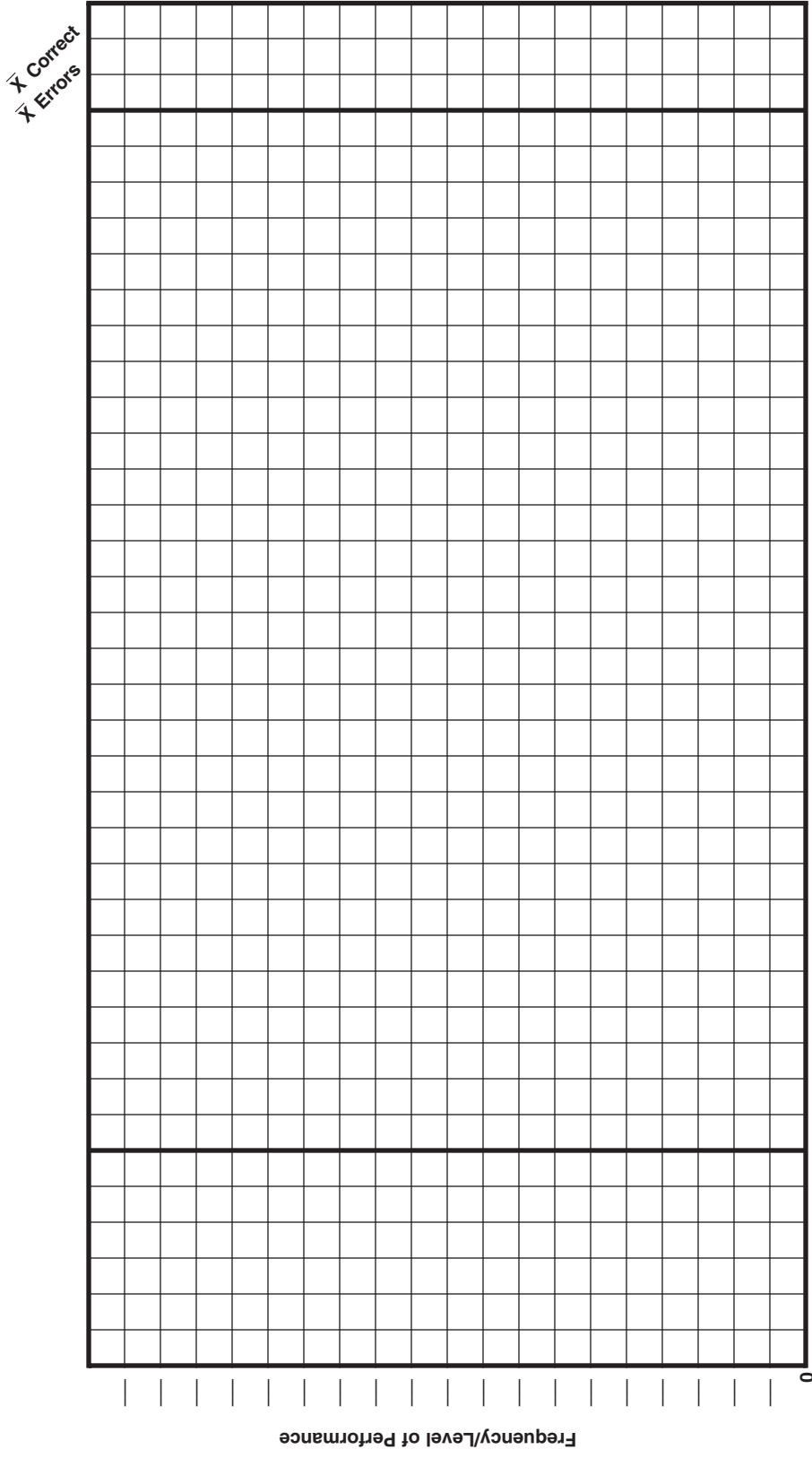
Comments:

Key:
 ● = Words read correctly
 X = Words read incorrectly
 S = Sunday

Target Behavior Performance Chart—Frequency

Student _____ Teacher _____ Begin Date _____ End Date _____

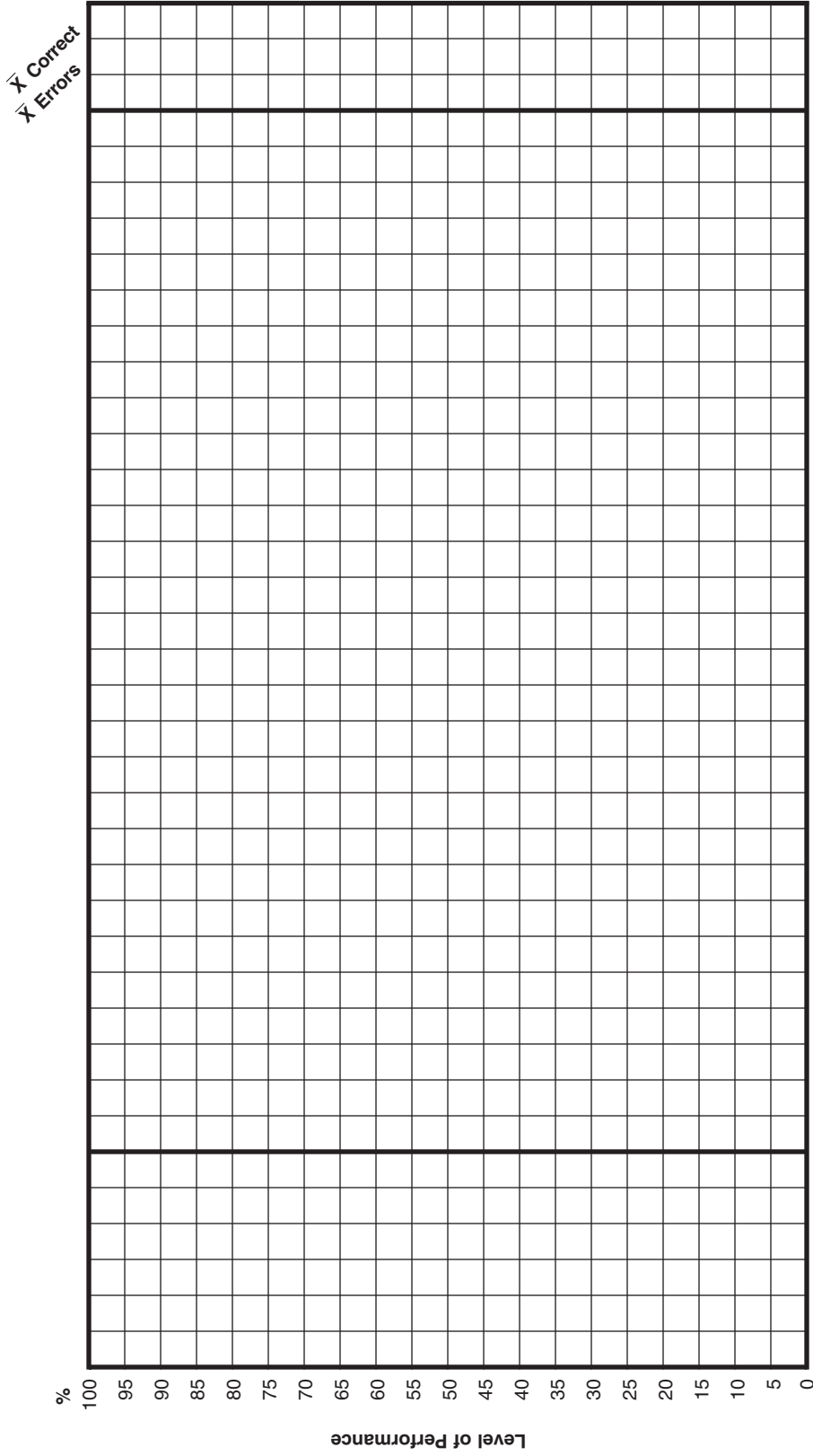
Target Behavior _____



Target Behavior Performance Chart—Percentage

Student _____ Teacher _____ Begin Date _____ End Date _____

Target Behavior _____



Baseline

Trials/Dates

Annual Progress Summary Form

Student _____ School Year/Term _____

Student I.D. Number _____ School/Program _____

Record the target objectives' numbers from the LOS subscales at the beginning of each monitoring interval. At the end of the interval, record whether the student mastered the objective during the interval by circling "Y" for Yes and "N" for No. For 6-week monitoring plans, use each of the columns below. For intervals of a different duration (e.g., 9-week, 12-week, 18-week, 6-month), indicate the duration for the period being recorded.

Progress monitoring interval: ___ 6-week ___ 9-week ___ 12-week ___ 18-week ___ 6-month

	First	Second	Third	Fourth	Fifth	Sixth
Duration	_____	_____	_____	_____	_____	_____
Readiness	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Listening	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Speaking	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Word Recognition	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Comprehension	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Handwriting	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Spelling	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Writing Process	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Grammar	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Other Objectives	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N	#__ Y N
Completor's Initials	_____	_____	_____	_____	_____	_____