

|                                                                    |                            |  |                        |  |                 |  |          |
|--------------------------------------------------------------------|----------------------------|--|------------------------|--|-----------------|--|----------|
| <b>Everett Public Schools</b><br><b>Elementary Progress Report</b> | <b>Student:</b>            |  | <b>Student ID:</b>     |  | <b>School:</b>  |  | <b>1</b> |
|                                                                    | <b>GradeLevel:</b> Grade 3 |  | <b>Year:</b> 2017-2018 |  | <b>Teacher:</b> |  |          |

| Attendance   | S1 | S2 | Support Services | Keys for Academic Performance |                                               |   |                                                   |
|--------------|----|----|------------------|-------------------------------|-----------------------------------------------|---|---------------------------------------------------|
| Days Absent  |    |    |                  | 1                             | Below performance expectations at this time   | 2 | Approaching performance expectations at this time |
| Days Tardy   |    |    |                  | 3                             | Meeting performance expectations at this time | 4 | Exceeding performance expectations at this time   |
| Days Present |    |    |                  | NA                            | Not assessed at this time                     |   |                                                   |

| Term Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key for 21st Century Skills |                                                                                                                                                                                                                      | Mathematics                                                                                                                                                                                                                                                                                                                                        |  | S1 | S2 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|----|
| <b>C</b> Consistently<br><b>S</b> Sometimes<br><b>21st Century Skills</b><br><b>Citizenship</b><br>• Impacts others positively<br>• Actively involved in addressing issues<br><b>Collaboration</b><br>• Works interdependently<br>• Learns and contributes to learning of others<br>• Purposeful in working with others<br><b>Communication</b><br>• Interacts well with others<br>• Conveys meaning and gains understanding<br>• Utilizes digital environment appropriately<br><b>Creativity</b><br>• Generates ideas<br>• Determines approaches<br>• Uses ingenuity and imagination<br><b>Critical Thinking</b><br>• Generates questions<br>• Evaluates information and arguments<br>• Makes connections and identifies patterns<br>• Reasons and constructs knowledge<br>• Problem solves and applies in the real world<br><b>Growth Mindset</b><br>• Shows tenacity, perseverance and resilience<br>• Self-regulates<br>• Advocates for self | <b>O</b> Often              |                                                                                                                                                                                                                      | <b>Operations and Algebraic Thinking</b>                                                                                                                                                                                                                                                                                                           |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>R</b> Rarely             |                                                                                                                                                                                                                      | • Multiplies and divides within 100.                                                                                                                                                                                                                                                                                                               |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Represents and solves problems involving multiplication and division; interprets products and quotients of whole numbers; uses multiplication and division within 100 to solve word problems; determines the unknown whole number in a multiplication or division equation relating three whole numbers.                                         |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Solves problems involving the four operations and identifies and explains patterns in arithmetic.                                                                                                                                                                                                                                                |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Understands properties of multiplication and the relationship between multiplication and division.                                                                                                                                                                                                                                               |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | <b>Numbers and Operations in Base Ten</b>                                                                                                                                                                                                                                                                                                          |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Uses place value understanding and properties of operations to perform multi-digit arithmetic: rounds to the nearest 10 or 100; fluently adds and subtracts within 1,000 using strategies and algorithms; multiplies one digit whole number by multiples of 10 in the range of 10 - 90.                                                          |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | <b>Numbers and Operations - Fractions</b>                                                                                                                                                                                                                                                                                                          |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Develops understanding of fractions as numbers: partitioning into equal parts; a number on the number line; explains equivalence of fractions and compares fractions by reasoning about their size.                                                                                                                                              |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | <b>Measurement and Data</b>                                                                                                                                                                                                                                                                                                                        |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures, and solves real world and mathematical problems involving perimeter.                                                                                                                                            |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Geometric measurement: understands concepts of area and relates area to multiplication and to addition.                                                                                                                                                                                                                                          |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Represents and interprets data: constructs scaled picture graphs and scaled bar graphs, and solves one and two-step "how many more" and "how many less" problems using information from scaled bar graphs; generates measurement data to the quarter-inch and displays data in a line plot.                                                      |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | • Solves problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects: tells and writes time to the nearest minute and measures time intervals in minutes; solves word problems involving time; adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes. |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                                      | <b>Geometry</b>                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Reasons with shapes and their attributes: understands different categories of shapes may share attributes, and that shared attributes can define a larger category; partitions shapes into parts with equal areas. |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | <b>Reasoning, Problem Solving, and Communication</b>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems.                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | <b>Mathematics Progress</b> + Significant    ✓ Steady    – Minimal                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | <b>Speaking and Listening</b>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | <b>Comprehension and Collaboration</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Engages effectively in a range of collaborative discussions; builds on others' ideas, and expresses own ideas clearly                                                                                              |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Determines the main ideas and details from a text read aloud or diverse media and formats; asks and answers questions about information                                                                            |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Reports on a topic or text, tells a story, or recounts an experience with facts and descriptive details                                                                                                            |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Creates audio recordings of stories or poems; adds visual displays for facts and details                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | • Speaks in complete sentences                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             | <b>Speaking and Listening Progress</b> + Significant    ✓ Steady    – Minimal                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |  |    |    |

Ensuring each student learns to high standards.

| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | S1                       | S2                       | Student:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | 2                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------|
| <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Science</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | S1 S2                                             |
| <ul style="list-style-type: none"><li>Asks and answers questions in literary and informational texts, referring explicitly to the text</li><li>Recounts stories, fables, folktales, myths, or key details for an informational text; determines the central message, lesson, moral or main idea of the text</li><li>Describes characters and how their actions contribute to the story; describes the relationship between a series of events/concepts/steps in an informational text</li></ul> |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Life Science:</b> Plants and animals have characteristics and basic needs for survival ( <b>Kit: Structures of Life</b> )                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>From Molecules to Organisms: Structures and Processes</li><li>Heredity: Inheritance and Variation of Traits</li><li>Biological Evolution: Unity and Diversity - Adaptation</li></ul>                                                                                                                                                                                                                                                                                                                                      |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Determines the meaning of words, phrases, general academic and domain-specific vocabulary used in a text</li><li>Refers to parts of stories, dramas, and poems ; uses text features and search tools to locate information about a topic</li><li>Distinguishes one's own point of view from that of the narrator, character, or author of a text</li></ul>                                                                                                |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Physical Science:</b> Sounds are caused by vibrations. Pitch and volume are determined by the rate of vibration. Sound travels and is transmitted better through some materials than others. ( <b>Kit: Sound</b> )                                                                                                                                                                                                                                                                                                                                           |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>Waves and Their Applications in Technologies for Information Transfer</li><li>Energy</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Explains how a text's illustrations contribute to words within a story or informational text</li><li>Describes the logical connection between sentences and paragraphs in a text (compare/contrast, causeeffect...)</li><li>Compares/contrasts story elements, as well as most important points with details from two texts on the same topic</li></ul>                                                                                                   |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Engineering Design and Physical Science:</b> Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions ( <b>Kit: EIE – To Get to the Other Side: Designing Bridges</b> )                                                                                                                                                                                                                                                                                   |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Range of Reading and Level or Text Complexity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>Motion and Stability: Forces and Interactions</li><li>Engineering Design</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Reads and comprehends grade 3 literature and informational texts independently and proficiently</li></ul>                                                                                                                                                                                                                                                                                                                                                 |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Student applying the NGSS Science and Engineering Practices:</b> Asking Questions, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Engaging in Argument From Evidence, Obtaining, Evaluating and Communicating Information                                                                                                                                                                          |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Phonics and Word Recognition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Student processing the NGSS Crosscutting Concepts:</b> Patterns, Cause and Effect (mechanism and explanation), Scale, Proportion and Quantity, Systems and System Models, Energy and Matter (flow, cycles and conservation), Structure and Function, Stability and Change                                                                                                                                                                                                                                                                                    |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Applies grade-level phonics and high frequency words</li></ul>                                                                                                                                                                                                                                                                                                                                                                                            |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Science Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Fluency</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Social Studies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | S1 S2                                             |
| <ul style="list-style-type: none"><li>Reads with sufficient accuracy, fluency, purpose, rate, and expression</li></ul>                                                                                                                                                                                                                                                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Social Studies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Language/Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>Civics: Understands a community is made up of people with different cultural perspectives</li><li>Economics: Understands economic systems are influenced by laws, values and customs of a culture</li><li>Geography: Understands cultural characteristics of regions in North America; Understands elements all cultures share</li><li>History: Understands how various cultural groups have shaped history</li><li>Social Studies Skills: Uses questions to find information in technology and print resources</li></ul> |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Reading Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Social Studies Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | S1                       | S2                       | <b>Health and Fitness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | S1 S2                                             |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Health and Fitness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly</li><li>Writes narratives to develop real or imagined experiences or events using effective technique, details and sequenced events</li><li>Writes opinion pieces on topics or texts, supporting a point of view with reasons</li></ul>                                                                                                                  |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>Students will exhibit responsible personal and social behavior that respects self and others.</li><li>Students will demonstrate competency in a variety of motor skills and movement patterns and apply knowledge of motor concepts, principles, strategies, and tactics related to movement and performance.</li></ul>                                                                                                                                                                                                   |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Health and Fitness Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Produces writing appropriate to task and purpose</li><li>Develops and strengthens writing by planning, revising and editing</li><li>Uses technology to produce writing, publish writing, interact, and collaborate with peers on writing</li></ul>                                                                                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Visual Art</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | S1 S2                                             |
| <b>Research to Build and Present</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Visual Art</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Conducts short research projects</li><li>Recalls or gathers information from print and digital sources; takes notes and sorts evidence</li></ul>                                                                                                                                                                                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>Demonstrates and applies visual art skills and concepts</li><li>Uses creative process to develop ideas</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                          |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Visual Art Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Writes routinely over extended time frames</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                      |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | S1 S2                                             |
| <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none"><li>Demonstrates command of the conventions of standard English grammar and usage</li><li>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling</li></ul>                                                                                                                                                                                                                                                     |  | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"><li>Demonstrates and applies music skills and concepts</li><li>Contributes to positive group activities by participating appropriately</li></ul>                                                                                                                                                                                                                                                                                                                                                                              |  | <input type="checkbox"/> <input type="checkbox"/> |
| <b>Writing Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <input type="checkbox"/> | <input type="checkbox"/> | <b>Music Progress</b> + Significant ✓ Steady – Minimal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <input type="checkbox"/> <input type="checkbox"/> |

Updated: 11/9/17