



North Carolina Department of  
PUBLIC INSTRUCTION

## North Carolina Individual Student Report

NC Check-In 2.0 | NC Math 3 | A

Student ID: 1234567890

Student Name: JOMATH 3A

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-Ins 2.0 in mathematics. This report provides information on your student's progress in learning NC Math 3. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4014/open>.

NC Math 3 Learning Concepts Tested	Progress on Learning Concepts
<p><b>Algebra - Arithmetic with Polynomial and Rational Expressions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Rewrite and divide simple rational expressions, including finding quotients and remainders.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Algebra - Creating Equations</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Create one-variable equations to represent absolute value, polynomial, exponential, and rational relationships and use them to solve problems.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Algebra - Seeing Structure in Expressions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Use the structure of an expression to write equivalent expressions.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Functions - Building Functions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Build polynomial functions with real solution(s) given a graph or a description of a relationship.</li> <li>Build a new function by combining standard function types.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Functions - Building Functions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Understand the inverse relationship between linear functions.</li> <li>Determine if an inverse function exists by analyzing graphs and equations.</li> <li>If an inverse function exists for an exponential function, represent its inverse function with an equation.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Functions - Linear, Quadratic, and Exponential Models</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Use logarithms to express the solution to <math>ab^{ct} = d</math> where <math>a</math>, <math>b</math>, <math>c</math>, and <math>d</math> are numbers and evaluate the logarithm using technology.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



North Carolina Department of  
PUBLIC INSTRUCTION

## North Carolina Individual Student Report

NC Check-In 2.0 | NC Math 3 | B

Student ID: 1234567890

Student Name: JOMATH 3B

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-Ins 2.0 in mathematics. This report provides information on your student's progress in learning NC Math 3. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4014/open>.

NC Math 3 Learning Concepts Tested	Progress on Learning Concepts
<p><b>Algebra - Arithmetic with Polynomial and Rational Expressions</b> Students can:</p> <ul style="list-style-type: none"> <li>Add and subtract two rational expressions where their denominators are linear expressions.</li> <li>Multiply and divide two rational expressions.</li> </ul>	
<p><b>Algebra - Reasoning with Equations and Inequalities</b> Students can:</p> <ul style="list-style-type: none"> <li>Solve and interpret one variable rational equation arising from a context.</li> </ul>	
<p><b>Functions - Interpreting Functions</b> Students can:</p> <ul style="list-style-type: none"> <li>Analyze piecewise, polynomial, exponential, and rational functions using different representations to show key features of the graph, including intercepts, rate of change, relative maximums, and discontinuities.</li> </ul>	
<p><b>Functions - Interpreting Functions</b> Students can:</p> <ul style="list-style-type: none"> <li>Compare key features of two functions using different representations (symbolically, graphically, numerically in tables, or by verbal descriptions) by comparing their properties.</li> </ul>	
<p><b>Geometry - Expressing Geometric Properties with Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>Complete the square to find the center and radius of a circle given by an equation.</li> </ul>	
<p><b>Geometry - Modeling with Geometry</b> Students can:</p> <ul style="list-style-type: none"> <li>Use geometric shapes, their measures, and their properties, to model real-life objects.</li> <li>Use geometric formulas and algebraic functions to model relationships.</li> <li>Apply concepts of density based on area and volume.</li> </ul>	



North Carolina Department of  
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## North Carolina Individual Student Report

NC Check-In 2.0 | English II | A

Student ID: 1234567890

Student Name: JOENGLISH 2A

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-Ins 2.0 in reading. This report provides information on your student's progress in learning English II. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/7228/open>.

English II Learning Concepts Tested	Progress on Learning Concepts
<p><b>Key Ideas and Evidence</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences.</li> <li>Determine a theme or central idea and analyze its development; provide an objective summary.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Craft and Structure</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Analyze how characters develop and interact with other characters to advance the plot or develop the theme.</li> <li>Determine the meaning of words and phrases.</li> <li>Analyze how an author chooses to structure and order events to create mystery, tension, or surprise.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Integration of Ideas and Analysis</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Analyze how the author unfolds an analysis or series of ideas, including how they are introduced and developed.</li> <li>Analyze how an author's claims are developed and refined by particular sentences or paragraphs.</li> <li>Determine an author's purpose and analyze how an author advances that point of view or purpose.</li> <li>Analyze a particular perspective or cultural experience in a work of literature outside the United States.</li> <li>Evaluate the argument and specific claims; identify false statements and flawed reasoning.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Vocabulary Acquisition and Use</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>Demonstrate understanding of figurative language and nuances in word meaning.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



North Carolina Department of  
PUBLIC INSTRUCTION

## North Carolina Individual Student Report

NC Check-In 2.0 | English II | B

Student ID: 1234567890

Student Name: JOENGLISH 2B

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-Ins 2.0 in reading. This report provides information on your student's progress in learning English II. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/7228/open>.

English II Learning Concepts Tested	Progress on Learning Concepts
<p><b>Key Ideas and Evidence</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences.</li> <li>Determine a theme or central idea and analyze its development; provide an objective summary.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Craft and Structure</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Analyze how characters develop and interact with other characters to advance the plot or develop the theme.</li> <li>Determine the meaning of words and phrases.</li> <li>Analyze how an author chooses to structure and order events to create mystery, tension, or surprise.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Integration of Ideas and Analysis</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Analyze how the author unfolds an analysis or series of ideas, including how they are introduced and developed.</li> <li>Analyze how an author's claims are developed and refined by particular sentences or paragraphs.</li> <li>Determine an author's purpose and analyze how an author advances that point of view or purpose.</li> <li>Evaluate the argument and specific claims; identify false statements and flawed reasoning.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Vocabulary Acquisition and Use</b> After reading a text, students can:</p> <ul style="list-style-type: none"> <li>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>Demonstrate understanding of figurative language and nuances in word meaning.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



## North Carolina Individual Student Report

NC Check-In 2.0 | Biology | Molecular Biology

Student ID: 1234567890

Student Name: JOBIO M

Process Date: 10/8/2021

School Name: Green Mountain Elementary



Recently, your student took an NC Check-In 2.0 in biology. This report provides information on your student's progress in learning about molecular biology. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

Molecular Biology Learning Concepts Tested	Progress on Learning Concepts
<p><b>Biological Molecules</b> Students can:</p> <ul style="list-style-type: none"><li>Compare the structures and functions of major biological molecules (carbohydrates, lipids, and nucleic acids).</li><li>Summarize the relationship among DNA, proteins, and amino acids in carrying out the work of cells.</li><li>Explain how enzymes act as catalysts.</li></ul>	<p>Approaching  Satisfactory</p>
<p><b>Biochemical Processes and Energy Use</b> Students can:</p> <ul style="list-style-type: none"><li>Analyze photosynthesis and cellular respiration in terms of how energy is stored, released, and transferred.</li><li>Explain ways that organisms use released energy for maintaining homeostasis (active transport).</li></ul>	<p>Approaching  Satisfactory</p>



### North Carolina Individual Student Report

NC Check-In 2.0 | Biology | Structure and Function of Living Organisms

Student ID: 1234567890  
Student Name: JOBIO S

Process Date: 10/8/2021  
School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in biology. This report provides information on your student's progress in learning about structure and function of living organisms. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

Structure and Function of Living Organisms Learning Concepts Tested	Progress on Learning Concepts
<p><b>Structures and Functions of Cells and Organelles</b> Students can:</p> <ul style="list-style-type: none"><li>Summarize the structure and function of organelles (parts of cells) in eukaryotic cells (including the plasma membrane, cell wall, mitochondria, and ribosomes).</li><li>Compare prokaryotic (do not have a nucleus) and eukaryotic (have a nucleus) cells in terms of their structures (plasma membrane and genetic material) and degree of complexity.</li><li>Explain how instructions in DNA lead to cell differentiation and result in specialized cells in multicellular organisms.</li></ul>	<p>Approaching ● Satisfactory</p>
<p><b>The Cell as a Living System</b> Students can:</p> <ul style="list-style-type: none"><li>Explain how homeostasis (balance) is maintained in the cell and within an organism in various environments.</li><li>Analyze how cells grow and reproduce in terms of interphase, mitosis and cytokinesis.</li><li>Explain how specific cell adaptations help single-celled organisms survive in particular environments.</li></ul>	<p>Approaching ● Satisfactory</p>



## North Carolina Individual Student Report

NC Check-In 2.0 | Biology | Ecosystems

Student ID: 1234567890

Student Name: JOBIO E

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in biology. This report provides information on your student's progress in learning about ecosystems. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

Ecosystems Learning Concepts Tested	Progress on Learning Concepts
<p><b>Key Interdependence of Living Organisms within the Environments</b></p> <p>Students can:</p> <ul style="list-style-type: none"><li>Analyze the flow of energy and cycling of matter as it relates to maintaining the health and sustainability of an ecosystem.</li><li>Analyze the survival and reproductive success of organisms in terms of behavioral, structural, and reproductive adaptations.</li><li>Explain various ways organisms interact with each other (including predation, competition, and mutualism) and with their environments resulting in stability within ecosystems.</li><li>Explain why ecosystems can be relatively stable over hundreds or thousands of years, even though populations may fluctuate (emphasizing availability of food, availability of shelter, number of predators and disease).</li></ul>	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p><b>Impact of Human Activities on the Environment</b></p> <p>Students can:</p> <ul style="list-style-type: none"><li>Infer how human activities (including habitat destruction and introduction of non-native species) may impact the environment.</li><li>Explain how the use, protection, and conservation of natural resources by humans impact the environment from one generation to the next.</li></ul>	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>



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## North Carolina Individual Student Report

NC Check-In 2.0 | Biology | Evolution and Genetics

Student ID: 1234567890  
Student Name: JOBIO G

Process Date: 10/8/2021  
School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in biology. This report provides information on your student's progress in learning about evolution and genetics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

Evolution and Genetics Learning Concepts Tested	Progress on Learning Concepts
<p><b>Structure and Function of DNA</b> Students can:</p> <ul style="list-style-type: none"> <li>Explain the double-stranded, complementary nature of DNA as related to its function.</li> <li>Explain how DNA and RNA code for proteins.</li> <li>Explain how mutations (changes) in DNA that result from interactions with the environment (i.e., chemicals) or new combinations in existing genes lead to changes in phenotype (observable traits).</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Genetic Expression</b> Students can:</p> <ul style="list-style-type: none"> <li>Explain the role of meiosis in sexual reproduction and genetic variation.</li> <li>Predict offspring ratios based on different inheritance patterns (including dominance and sex-linked traits).</li> <li>Explain how the environment can influence the expression of genetic traits.</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>DNA Technology</b> Students can:</p> <ul style="list-style-type: none"> <li>Interpret how DNA is used for comparison and identification of organisms.</li> <li>Summarize how transgenic organisms (altered to contain DNA from another organism) are engineered to benefit society.</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Theory of Evolution by Natural Selection</b> Students can:</p> <ul style="list-style-type: none"> <li>Explain how fossil, biochemical, and anatomical evidence support the theory of evolution.</li> <li>Explain how natural selection influences the changes in species over time.</li> <li>Explain how various disease agents (bacteria, viruses) can influence natural selection.</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Classification Systems</b> Students can:</p> <ul style="list-style-type: none"> <li>Explain the historical development and changing nature of classification systems.</li> <li>Analyze the classification of organisms according to their evolutionary relationships (including dichotomous keys and phylogenetic trees).</li> </ul>	<p>Approaching ● Satisfactory</p>





North Carolina Department of  
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## North Carolina Individual Student Report

NC Check-In 2.0 | NC Math 1 | A

Student ID: 1234567890

Student Name: JOMATH IA

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-Ins 2.0 in mathematics. This report provides information on your student's progress in learning NC Math 1. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4012/open>.

NC Math 1 Learning Concepts Tested	Progress on Learning Concepts
<p><b>Algebra - Reasoning with Equations and Inequalities</b> Students can:</p> <ul style="list-style-type: none"> <li>Solve one-variable linear equations and inequalities.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Functions - Interpreting Functions</b> Students can:</p> <ul style="list-style-type: none"> <li>Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains.</li> <li>Interpret statements that use function notation in terms of a context.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Functions - Interpreting Functions</b> Students can:</p> <ul style="list-style-type: none"> <li>Interpret key features of graphs and tables to describe functions that arise in applications relating two quantities, including intercepts, maximums, minimums, and intervals where the function is increasing, decreasing, positive, or negative.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Functions - Interpreting Functions</b> Students can:</p> <ul style="list-style-type: none"> <li>Calculate the average rate of change over a specified interval for a function presented numerically, graphically, or symbolically.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Geometry - Expressing Geometric Properties with Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>Use coordinates for parallel and perpendicular lines to solve problems.</li> <li>Find the equation of a line parallel or perpendicular to a given line that passes through a given point.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Statistics and Probability - Interpreting Categorical and Quantitative Data</b> Students can:</p> <ul style="list-style-type: none"> <li>Interpret in context the rate of change and the intercept of a linear model and use the model to predict values.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



# North Carolina Individual Student Report

NC Check-In 2.0 | NC Math 1 | B

Student ID: 1234567890  
 Student Name: JOMATH IB

Process Date: 10/8/2021  
 School Name: Green Mountain Elementary

Recently, your student took an NC Check-Ins 2.0 in mathematics. This report provides information on your student's progress in learning NC Math 1. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

**Approaching-** The student is beginning to understand these concepts; more support is needed.

**Satisfactory-** The student has a satisfactory understanding of these concepts.

*Note: The circle shows how the student is progressing on each learning concept.*

For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4012/open>.

NC Math 1 Learning Concepts Tested	Progress on Learning Concepts
<p><b>Algebra - Creating Equations</b>            Students can:</p> <ul style="list-style-type: none"> <li>Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</li> </ul>	
<p><b>Algebra - Reasoning with Equations and Inequalities</b>            Students can:</p> <ul style="list-style-type: none"> <li>Use tables, graphs, or algebraic methods (substitution and elimination) to find exact solutions to systems of linear equations and interpret solutions in terms of a context.</li> </ul>	
<p><b>Functions - Building Functions</b>            Students can:</p> <ul style="list-style-type: none"> <li>Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship or two ordered pairs (include reading these from a table).</li> <li>Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication.</li> </ul>	
<p><b>Functions - Interpreting Functions</b>            Students can:</p> <ul style="list-style-type: none"> <li>Interpret a function in terms of the context by relating its domain and range to the quantitative relationship it describes.</li> </ul>	
<p><b>Functions - Interpreting Functions</b>            Students can:</p> <ul style="list-style-type: none"> <li>Rewrite a quadratic function to reveal and explain different key features of the function</li> <li>Interpret and explain growth and decay rates for an exponential function.</li> </ul>	
<p><b>Functions - Interpreting Functions</b>            Students can:</p> <ul style="list-style-type: none"> <li>Compare key features of two functions (linear, exponential, or quadratic) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).</li> </ul>	