



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>Algebra - Arithmetic with Polynomial and Rational Expressions Students can:</p> <ul style="list-style-type: none"> Rewrite and divide simple rational expressions, including finding quotients and remainders. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Algebra - Creating Equations Students can:</p> <ul style="list-style-type: none"> Create one-variable equations to represent absolute value, polynomial, exponential, and rational relationships and use them to solve problems. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Algebra - Seeing Structure in Expressions Students can:</p> <ul style="list-style-type: none"> Use the structure of an expression to write equivalent expressions. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions - Building Functions Students can:</p> <ul style="list-style-type: none"> Build polynomial and exponential functions with real solution(s) given a graph, a description of a relationship, or ordered pairs (including those from a table). Build a new function by combining standard function types. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions - Building Functions Students can:</p> <ul style="list-style-type: none"> Understand the inverse relationship between linear functions, exponential and logarithmic, and quadratic and square root functions and solve problems using tables, graphs, and equations. Determine if an inverse function exists by analyzing tables, graphs, and equations. If an inverse function exists for a linear, quadratic, or exponential function, represent its inverse function with a table, graph, or equation and use it to solve problems. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions - Linear, Quadratic, and Exponential Models Students can:</p> <ul style="list-style-type: none"> Use logarithms to express the solution to $ab^{ct} = d$ where a, b, c, and d are numbers and evaluate the logarithm using technology. 	<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>Algebra - Arithmetic with Polynomial and Rational Expressions Students can:</p> <ul style="list-style-type: none"> Add and subtract two rational expressions where their denominators are linear expressions. Multiply and divide two rational expressions. 	
<p>Algebra - Reasoning with Equations and Inequalities Students can:</p> <ul style="list-style-type: none"> Solve and interpret one variable rational equation arising from a context. 	
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Analyze piecewise, polynomial, exponential, rational, and trigonometric functions using different representations to show key features of the graph, including domain and range, intercepts, intervals, rates of change, relative maximums and minimums, symmetries, end behavior, periods, and discontinuities. 	
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Compare key features of two functions using different representations (symbolically, graphically, numerically in tables, or by verbal descriptions) by comparing their properties. 	
<p>Geometry - Expressing Geometric Properties with Equations Students can:</p> <ul style="list-style-type: none"> Complete the square to find the center and radius of a circle given by an equation. 	
<p>Geometry - Modeling with Geometry Students can:</p> <ul style="list-style-type: none"> Use geometric and algebraic concepts to solve modeling, design, and optimization problems. Use geometric shapes, their measures, and their properties, to model real-life objects. Use geometric formulas and algebraic functions to model relationships. Apply concepts of density based on area and volume. 	



North Carolina Department of
PUBLIC INSTRUCTION

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>Algebra - Reasoning with Equations and Inequalities Students can:</p> <ul style="list-style-type: none"> Solve one-variable linear equations and inequalities. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains. Interpret statements that use function notation in terms of a context. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> 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. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Calculate the average rate of change over a specified interval for a function presented numerically, graphically, or symbolically. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Geometry - Expressing Geometric Properties with Equations Students can:</p> <ul style="list-style-type: none"> Use coordinates for parallel and perpendicular lines to solve problems. Find the equation of a line parallel or perpendicular to a given line that passes through a given point. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Statistics and Probability - Interpreting Categorical and Quantitative Data Students can:</p> <ul style="list-style-type: none"> Interpret in context the rate of change and the intercept of a linear model and use the model to predict values. 	<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>Algebra - Creating Equations Students can:</p> <ul style="list-style-type: none"> Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems. 	
<p>Algebra - Reasoning with Equations and Inequalities Students can:</p> <ul style="list-style-type: none"> 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. 	
<p>Functions - Building Functions Students can:</p> <ul style="list-style-type: none"> 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). 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. 	
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Interpret a function in terms of the context by relating its domain and range to the quantitative relationship it describes. 	
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Rewrite a quadratic function to reveal and explain different key features of the function Interpret and explain growth and decay rates for an exponential function. 	
<p>Functions - Interpreting Functions Students can:</p> <ul style="list-style-type: none"> Compare key features of two functions (linear, exponential, or quadratic) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions). 	



North Carolina Department of
PUBLIC INSTRUCTION

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



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Individual Student Report

NC Check-In 2.0 | Biology | From Molecules to Organisms

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 **from molecules to organisms**. Science and Engineering Practices (SEPs), such as using models or analyzing data, are embedded into many questions to support a greater emphasis on how students develop and engage with science knowledge. For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

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 academic indicator.

From Molecules to Organisms Learning Concepts Tested	Progress on Learning Concepts
<p>Structure and Function Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> • Illustrate how different types of molecules in our bodies (like carbohydrates, proteins, lipids, and nucleic acids) are structured and how their structures help them perform various tasks in the body. • Illustrate how enzymes speed up chemical reactions in the body and how factors like temperature can impact their efficiency. • Explain how the unique shapes and structures of different parts of a cell (organelles) are designed to perform specific tasks and help the cell function properly. • Compare simple cells without a nucleus (prokaryotic) to more complex cells with a nucleus (eukaryotic) and identify differences in their structures. • Summarize how DNA and RNA contain the genetic information needed to create proteins, which are essential for various functions in the body. 	
<p>Growth and Development Processes Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> • Illustrate how organisms reproduce, grow, and repair themselves through cellular division. • Illustrate how proteins control which genes are turned on or off, leading to the development of different types of cells with specific roles, and how this can sometimes lead to uncontrolled cell growth. 	
<p>Biochemical Processes and Energy Use Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> • Explain how all cells maintain balance (homeostasis) through feedback systems that keep conditions like temperature and water levels steady. • Illustrate how plants use sunlight to create their own food by turning light energy into chemical energy. • Illustrate how cells convert the energy from food into a usable form called ATP, which powers all their activities. This process can happen with (aerobic) or without (anaerobic) oxygen. 	



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Individual Student Report

NC Check-In 2.0 | Biology | Heredity

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 **heredity**. Science and Engineering Practices (SEPs), such as using models or analyzing data, are embedded into many questions to support a greater emphasis on how students develop and engage with science knowledge. For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

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 academic indicator.

Structure and Function of Living Organisms Learning Concepts Tested	Progress on Learning Concepts
<p>Genetic Mechanisms for Variation Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> Explain how DNA from parents is passed to their children through the processes of meiosis and fertilization during sexual reproduction. Meiosis creates eggs and sperm with half the parent's DNA, and when these join during fertilization, the child gets a full set of DNA from both parents. Summarize how new genetic traits can arise from different combinations of genes during meiosis, changes in DNA that occur during replication (mutations), or mutations caused by environmental factors. 	<p>Approaching ● Satisfactory</p>
<p>Types of Inheritance Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> Predict different patterns of inheritance (like Mendelian inheritance, co-dominance, incomplete dominance, multiple alleles, and sex-linked traits) affect the variety and spread of traits we see in individuals. Explain how traits controlled by multiple genes (polygenic) can lead to a wide range of appearances, such as height or skin color. Summarize how both genes and environmental factors work together to influence the traits we see in individuals. 	<p>Approaching ● Satisfactory</p>
<p>Genetics and Biotechnology Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> Compare DNA from different sources to find similarities and differences, which can help in identifying individuals or understanding genetic relationships. identifying individuals or understanding genetic relationships. environment, to include improvements in agriculture (like better crops) and medicine (like new treatments). 	<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**. Science and Engineering Practices (SEPs), such as using models or analyzing data, are embedded into many questions to support a greater emphasis on how students develop and engage with science knowledge. For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

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 academic indicator.

Ecosystems Learning Concepts Tested	Progress on Learning Concepts
<p>Analyze Relationships between Matter and Energy Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none">• Illustrate how different processes (such as photosynthesis and cellular respiration) in living things move energy through ecosystems and how matter (like nutrients and water) gets recycled.• Explain how energy moves through ecosystems and how matter (like nutrients and water) gets recycled.	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Understand Ecosystem Dynamics, Functioning, and Resilience Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none">• Explain how relationships between organisms, such as predators hunting prey or competition for resources, influence how many individuals an environment can support (carrying capacity) and help keep ecosystems balanced (ecosystem stability).• Evaluate ways to lessen the negative effects of human activities on wildlife and ecosystems, ensuring a healthier environment and more biodiversity.	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Individual Student Report

NC Check-In 2.0 | Biology | Biological Evolution

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 **biological evolution**. Science and Engineering Practices (SEPs), such as using models or analyzing data, are embedded into many questions to support a greater emphasis on how students develop and engage with science knowledge. For more information regarding these concepts, please visit <https://www.dpi.nc.gov/media/4054/open>.

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 academic indicator.

Biological Evolution Learning Concepts Tested	Progress on Learning Concepts
<p>Natural Selection Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> Summarize how being separated by geographical features, developing resistance to pesticides, or becoming resistant to antibiotics can affect the process of natural selection. Illustrate how scientists use various types of evidence, such as genetic data and anatomical similarities, to support the idea that living organisms share a common ancestry and have evolved over time. Illustrate the key conditions needed for natural selection to occur: having more offspring than can survive, variations in traits that can be inherited, and competition for resources and survival. Explain how natural selection helps populations develop traits that make them better suited to their environments over time. 	<p>Approaching ● Satisfactory</p>
<p>Evolutionary Relationships Applying commonly assessed SEPs, students can:</p> <ul style="list-style-type: none"> Illustrate how changes in the environment can lead to different outcomes, such as increases or decreases in the number of individuals in a species, the development of new species over time, or the extinction of species. Use tools like dichotomous keys, scientific names, cladograms, and phylogenetic trees to help identify organisms and understand how they are related to one another. 	<p>Approaching ● Satisfactory</p>