



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 4 | A

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. 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 blue circle shows how the student is progressing on each learning concept.

For more information regarding these standards, please visit <https://www.dpi.nc.gov/media/4007/open>.

Math Learning Concepts Tested	Progress on Learning Concepts
<p>Operations and Algebraic Thinking</p> <p>Students can:</p> <ul style="list-style-type: none"> Multiply and divide using models and equations Understand the difference between how many more and how many times more 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Read, write, and break apart multi-digit numbers (up to 100,000) 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Solve multi-digit addition and subtraction problems (up to 100,000) 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Use $>$, $<$, and $=$ symbols when comparing multi-digit numbers (up to 100,000) 	<p>Approaching ● Satisfactory</p>
<p>Geometry, Measurement and Data</p> <p>Students can:</p> <ul style="list-style-type: none"> Classify lines and angles Work with area and perimeter, including word problems 	<p>Approaching ● Satisfactory</p>



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NC Check-In 2.0 | Math | Grade 4 | B

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Operations and Algebraic Thinking Students can:</p> <ul style="list-style-type: none"> Solve two-step addition, subtraction, multiplication, and division word problems 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten Students can:</p> <ul style="list-style-type: none"> Multiply a whole number (up to three digits) by a one-digit whole number Multiply two two-digit numbers Use this knowledge to solve multi-digit multiplication word problems 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten Students can:</p> <ul style="list-style-type: none"> Divide up to three-digit numbers by a one-digit number Interpret a remainder in context 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions Students can:</p> <ul style="list-style-type: none"> Use models to compare numbers and size of fraction parts 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions Students can:</p> <ul style="list-style-type: none"> Use $<$, $>$, and $=$ symbols to compare fractions that have different numerators and denominators Use this knowledge to solve fraction word problems 	<p>Approaching ● Satisfactory</p>



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North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 4 | C

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Process Date: 10/8/2021

School Name: Green Mountain Elementary

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Numbers and Operations in Base Ten Students can:</p> <ul style="list-style-type: none"> Multiply a whole number (up to three digits) by a one-digit whole number Multiply two two-digit numbers Use this knowledge to solve multi-digit multiplication word problems 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions Students can:</p> <ul style="list-style-type: none"> Add and subtract fractions (including mixed numbers with matching denominators) Use this knowledge to solve multiplication of fractions word problems 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions Students can:</p> <ul style="list-style-type: none"> Multiply fractions by whole numbers Use this knowledge to solve multiplication of fractions word problems 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions Students can:</p> <ul style="list-style-type: none"> Add fractions with denominators of 10 and 100 Model tenths and hundredths to show connections between fractions and decimals 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions Students can:</p> <ul style="list-style-type: none"> Use $>$, $<$, and $=$ symbols to compare decimals to the hundredths place 	<p>Approaching ● Satisfactory</p>
<p>Geometry, Measurement and Data Students can:</p> <ul style="list-style-type: none"> Classify quadrilaterals using lines and angles Read and explain data Understand a frequency table, scaled bar graph, and line plot 	<p>Approaching ● Satisfactory</p>



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North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 5 | A

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in mathematics. This report provides information on your student's progress in learning grade 5 mathematics. 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.

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Operations and Algebraic Thinking</p> <p>Students can:</p> <ul style="list-style-type: none"> Work with or solve expressions by adding, subtracting, multiplying, and dividing, using parentheses and/or order of operations 	<p>Approaching ● Satisfactory</p>
<p>Operations and Algebraic Thinking</p> <p>Students can:</p> <ul style="list-style-type: none"> Create number patterns for two rules Create and graph ordered pairs 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Multiply a two-digit number by a three-digit number using the standard algorithm 	<p>Approaching ● Satisfactory</p>
<p>Measurement and Data</p> <p>Students can:</p> <ul style="list-style-type: none"> Find the volume of a box, by using the formula width x length x height Find the volume of two connected boxes 	<p>Approaching ● Satisfactory</p>
<p>Geometry</p> <p>Students can:</p> <ul style="list-style-type: none"> Identify order pairs on a graph 	<p>Approaching ● Satisfactory</p>



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NC Check-In 2.0 | Math | Grade 5 | B

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Divide up to four-digit numbers by a two-digit number, including remainders 	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Numbers and Operations - Fractions</p> <p>Students can:</p> <ul style="list-style-type: none"> Add and subtract fractions and mixed numbers (using different denominators) Use this knowledge to solve one- and two-step word problems 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Numbers and Operations - Fractions</p> <p>Students can:</p> <ul style="list-style-type: none"> Multiply fractions by whole numbers or mixed numbers Use this knowledge to solve one-step word problems 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Numbers and Operations - Fractions</p> <p>Students can:</p> <ul style="list-style-type: none"> Solve one-step word problems by dividing whole numbers by unit fractions (fractions where top number is one); and dividing unit fractions by whole numbers 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Measurement and Data</p> <p>Students can:</p> <ul style="list-style-type: none"> Interpret data on a line graph Classify data as categorical (e.g., favorite color) or numerical 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



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NC Check-In 2.0 | Math | Grade 5 | C

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Read, write, and compare decimals to thousandths 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations in Base Ten</p> <p>Students can:</p> <ul style="list-style-type: none"> Add, subtract, multiply and divide to solve real world problems with multi-digit whole numbers and decimals 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions</p> <p>Students can:</p> <ul style="list-style-type: none"> Solve one-step word problems by dividing whole numbers to obtain fractions and mixed numbers 	<p>Approaching ● Satisfactory</p>
<p>Numbers and Operations - Fractions</p> <p>Students can:</p> <ul style="list-style-type: none"> Multiply fractions by whole numbers; fractions by fractions (including mixed numbers) Use this knowledge to solve one-step word problems 	<p>Approaching ● Satisfactory</p>
<p>Measurement and Data</p> <p>Students can:</p> <ul style="list-style-type: none"> Solve one-step conversion problems within a given measurement system 	<p>Approaching ● Satisfactory</p>



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North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 7 | A

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in mathematics. This report provides information on your student's progress in learning grade 7 mathematics. 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.

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Math Learning Concepts Tested	Progress on Learning Concepts
Geometry Students can: <ul style="list-style-type: none"> Use a scale drawing to solve problems and calculate lengths and areas 	Approaching ● Satisfactory
The Number System Students can: <ul style="list-style-type: none"> Add, subtract, multiply, and divide rational numbers (whole numbers, fractions, decimals) 	Approaching ● Satisfactory
Ratio and Proportional Reasoning Students can: <ul style="list-style-type: none"> Calculate unit rates (amount of something per one unit of something else) with ratios of fractions 	Approaching ● Satisfactory
Ratio and Proportional Reasoning Students can: <ul style="list-style-type: none"> Represent and compare proportional relationships Determine if a relationship is proportional Identify the unit rate Understand the meaning of a point on a graph 	Approaching ● Satisfactory
Ratio and Proportional Reasoning Students can: <ul style="list-style-type: none"> Solve real-world ratio and percent problems using unit rates 	Approaching ● Satisfactory



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NC Check-In 2.0 | Math | Grade 7 | B

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Add, subtract, and expand expressions Factor a linear expression (algebraic statement) by positive or negative whole number 	<p>Approaching ● Satisfactory</p>
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Use algebraic expressions to solve problems Add, subtract, multiply, and divide rational numbers (positive and negative whole numbers, decimals, and fractions) Convert between number forms and equivalent (equal) expressions 	<p>Approaching ● Satisfactory</p>
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Create and solve multi-step equations and inequalities where the variable (a letter that represents an unknown amount) is on one side Graph the solution set for an inequality (an unequal relationship between quantities using $<$, $>$, \geq, \leq) 	<p>Approaching ● Satisfactory</p>
<p>The Number System Students can:</p> <ul style="list-style-type: none"> Add, subtract, multiply, and divide rational numbers 	<p>Approaching ● Satisfactory</p>
<p>Ratio and Proportional Reasoning Students can:</p> <ul style="list-style-type: none"> Solve real-world ratio and percent problems using unit rates in proportional relationships 	<p>Approaching ● Satisfactory</p>



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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Create and solve multi-step equations and inequalities where the variable (a letter that represents an unknown amount) is on one side Explain what a solution or solution set means in context 	<p>Approaching ● Satisfactory</p>
<p>Geometry Students can:</p> <ul style="list-style-type: none"> Use supplementary (add to 180°), complementary (add to 90°), and vertical (directly opposite) angles to create and solve multi-step equations to find an unknown angle 	<p>Approaching ● Satisfactory</p>
<p>Geometry Students can:</p> <ul style="list-style-type: none"> Determine the area of two-dimensional objects Find the volume and surface area of right prisms and cubes 	<p>Approaching ● Satisfactory</p>
<p>Statistics and Probability Students can:</p> <ul style="list-style-type: none"> Find probabilities of simple events (i.e., drawing a card, flipping a coin, or rolling a number cube) Use a probability model created by repeatedly performing a chance process (i.e., flipping a coin or rolling a number cube) and its recorded outcomes 	<p>Approaching ● Satisfactory</p>
<p>Statistics and Probability Students can:</p> <ul style="list-style-type: none"> Find probabilities of compound events (i.e., flipping a coin and rolling a number cube) using organized lists, tables, tree diagrams, and simulations Use a simulation (i.e., actually flipping a coin and rolling a number cube 50 times) to generate frequencies of compound events (i.e., flipping a coin and rolling a number cube) 	<p>Approaching ● Satisfactory</p>



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NC Check-In 2.0 | Math | Grade 8 | A

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>The Number System Students can:</p> <ul style="list-style-type: none"> Identify irrational numbers (numbers whose decimal forms do not repeat or end) 	<p>Approaching ● Satisfactory</p>
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Use exponent rules to make equal expressions 	<p>Approaching ● Satisfactory</p>
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Write and solve equations and inequalities with variables (letters that represent unknown amounts) on both sides Recognize when equations have one solution, no solutions, or many solutions 	<p>Approaching ● Satisfactory</p>
<p>Functions Students can:</p> <ul style="list-style-type: none"> Understand that functions match one x-value to one y-value when given tables or ordered pairs 	<p>Approaching ● Satisfactory</p>
<p>Geometry Students can:</p> <ul style="list-style-type: none"> Apply rotations (turns), reflections (flips), translations (slides), and dilations (reductions/enlargements) to figures on the coordinate plane 	<p>Approaching ● Satisfactory</p>



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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Write and solve equations and inequalities with variables (letters that represent unknown amounts) on both sides Recognize when equations have one solution, no solutions, or many solutions 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions Students can:</p> <ul style="list-style-type: none"> Identify linear functions (where one x-value matches one y-value to make a straight line) from tables and equations 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Functions Students can:</p> <ul style="list-style-type: none"> Work with linear functions whose equations are in the form of $y = mx + b$, where m represents the slope (change over time) of the line and b represents the starting value Given two points, write an equation in the form of $y = mx + b$ Given a graph or table, determine the slope and starting value of a linear relationship 	<p>Approaching <input checked="" type="radio"/> Satisfactory <input type="radio"/></p>
<p>Functions Students can:</p> <ul style="list-style-type: none"> Describe a graph by identifying where the graph is increasing or decreasing; linear (straight line) or non-linear Sketch a graph to describe a real-world situation 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Geometry Students can:</p> <ul style="list-style-type: none"> Recognize the relationship between the angles inside of a triangle and between the angles created when parallel lines are cut by another line Recognize triangles are similar when two angles are equal Solve problems using angle relationships 	<p>Approaching <input checked="" type="radio"/> Satisfactory <input type="radio"/></p>



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NC Check-In 2.0 | Math | Grade 8 | C

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Math Learning Concepts Tested	Progress on Learning Concepts
<p>Expressions and Equations Students can:</p> <ul style="list-style-type: none"> Solve a system of two linear equations (equations whose graphs make a straight line) in the form of $y = mx + b$, including those arising from word problems Understand that the solution to a system of equations is where the two lines intersect 	<p>Approaching ● Satisfactory</p>
<p>Functions Students can:</p> <ul style="list-style-type: none"> Compare characteristics of two linear functions if they are given in different ways (equation form, tables, words) 	<p>Approaching ● Satisfactory</p>
<p>Statistics and Probability Students can:</p> <ul style="list-style-type: none"> Create and interpret a scatter plot graph to determine if a relationship exists between x- and y-values 	<p>Approaching ● Satisfactory</p>
<p>Statistics and Probability Students can:</p> <ul style="list-style-type: none"> Model the relationship between x- and y-values by informally matching a straight line to a scatter plot graph 	<p>Approaching ● Satisfactory</p>
<p>Statistics and Probability Students can:</p> <ul style="list-style-type: none"> Use an equation in $y = mx + b$ form to solve problems by interpreting the meaning of m (the slope, or change in values) and b (the y-intercept, or starting point) 	<p>Approaching ● Satisfactory</p>