



North Carolina Department of  
PUBLIC INSTRUCTION

# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 3 | 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 3 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 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><b>Operations and Algebraic Thinking</b> Students can:</p> <ul style="list-style-type: none"> <li>Multiply two numbers (10 or lower).</li> <li>Understand the meaning of factors in a multiplication number sentence.</li> <li>Explain and use a range of strategies to solve a multiplication problem.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Operations and Algebraic Thinking</b> Students can:</p> <ul style="list-style-type: none"> <li>Divide two numbers (a number divided by a single-digit divisor, leading to a single-digit answer/quotient).</li> <li>Understand the meaning of divisor and quotient in a division number sentence.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Operations and Algebraic Thinking</b> Students can:</p> <ul style="list-style-type: none"> <li>Recognize patterns of multiplication on a hundreds board and/or multiplication table.</li> </ul>	<p>Approaching <input checked="" type="radio"/> Satisfactory <input type="radio"/></p>
<p><b>Numbers and Operations in Base Ten</b> Students can:</p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers up to and including 1,000.</li> <li>Can break apart numbers as a strategy for adding and subtracting larger numbers.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Geometry, Measurement, and Data</b> Students can:</p> <ul style="list-style-type: none"> <li>Understand information on a frequency table, picture graph, or bar graph.</li> <li>Solve one and two-step "how many more" and "how many less" problems using information from these graphs.</li> </ul>	<p>Approaching <input checked="" type="radio"/> Satisfactory <input type="radio"/></p>



# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 3 | B

Student ID: 1234567890  
 Student Name: SIERRA TEST

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

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**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.*

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Math Learning Concepts Tested	Progress on Learning Concepts
<p><b>Operations and Algebraic Thinking</b>            Students can:</p> <ul style="list-style-type: none"> <li>Solve multiplication and division one-step word problems, using a range of strategies.</li> <li>Use a number sentence to represent a multiplication or division word problem, using a symbol for any unknown numbers.</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Operations and Algebraic Thinking</b>            Students can:</p> <ul style="list-style-type: none"> <li>Solve two-step word problems using addition, subtraction, and multiplication, representing problems using number sentences with a symbol for the unknown number.</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Numbers and Operations in Base Ten</b>            Students can:</p> <ul style="list-style-type: none"> <li>Find the value of single digit number multiplied by a multiple of 10 (10 - 90).</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Geometry, Measurement, and Data</b>            Students can:</p> <ul style="list-style-type: none"> <li>Find the area of a rectangle by multiplying its length and width.</li> <li>Find the area of a larger rectangle by breaking it into two smaller rectangles.</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Geometry, Measurement, and Data</b>            Students can:</p> <ul style="list-style-type: none"> <li>Find the perimeter of a shape when given all its side lengths.</li> <li>Find the unknown side length of a shape when given its perimeter.</li> </ul>	<p>Approaching ● Satisfactory</p>



North Carolina Department of  
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# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 3 | C

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

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**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.*

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Math Learning Concepts Tested	Progress on Learning Concepts
<p><b>Operations and Algebraic Thinking</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Solve two-step word problems using addition, subtraction, and multiplication.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Numbers and Operations — Fractions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Identify fractions, using area and length models.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Numbers and Operations — Fractions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Identify fractions that are equivalent.</li> <li>Identify fractions that have a value of one.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Numbers and Operations — Fractions</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Compare the value of fractions that share either the same denominator or numerator.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Geometry, Measurement, and Data</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Break apart quadrilaterals to form triangles.</li> <li>Identify types of quadrilaterals.</li> <li>Identify properties of quadrilaterals.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



North Carolina Department of  
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## 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.

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



# North Carolina Individual Student Report

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

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Process Date: 10/8/2021

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



# North Carolina Individual Student Report

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

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

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**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.*

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

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

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

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



North Carolina Department of  
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## North Carolina Individual Student Report

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

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

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

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

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



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## North Carolina Individual Student Report

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

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

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



North Carolina Department of  
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# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 6 | A

Student ID: 1234567890

Student Name: SIERRA TEST

Process Date: 10/8/2021

School Name: Green Mountain Elementary

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

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Math Learning Concepts Tested	Progress on Learning Concepts
<p><b>Ratio and Proportional Reasoning</b> Students can:</p> <ul style="list-style-type: none"> <li>Understand that a ratio is a comparison of two amounts.</li> <li>Represent a ratio in different ways.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Ratio and Proportional Reasoning</b> Students can:</p> <ul style="list-style-type: none"> <li>Use equal ratios to solve problems by: <ul style="list-style-type: none"> <li>Finding missing numbers in a table.</li> <li>Using a ratio that describes one of one amount to more than one of another amount.</li> <li>Working with measurement conversions.</li> <li>Graphing ratios.</li> </ul> </li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>The Number System</b> Students can:</p> <ul style="list-style-type: none"> <li>Divide a number into its smaller factors.</li> <li>Find the greatest number that will divide into two numbers not more than 100.</li> <li>Rewrite sums of numbers using their factors.</li> <li>Find a larger number two numbers (not more than 12) will both divide into.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Geometry</b> Students can:</p> <ul style="list-style-type: none"> <li>Find the area of two-dimensional shapes by dividing into smaller rectangles and triangles.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Geometry</b> Students can:</p> <ul style="list-style-type: none"> <li>Make a flat pattern for three-dimensional rectangular boxes and pyramids.</li> <li>Use the flat pattern to find the area of all the flat surfaces of the three-dimensional shape.</li> </ul>	<p>Approaching <input checked="" type="radio"/> Satisfactory <input type="radio"/></p>



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# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 6 | B

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School Name: Green Mountain Elementary

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Math Learning Concepts Tested	Progress on Learning Concepts
<p><b>Ratio and Proportional Reasoning</b> Students can:</p> <ul style="list-style-type: none"> <li>Use ratios and percents.</li> <li>Understand that a percent is an amount per 100.</li> <li>Use equal ratios and benchmark percentages to find a part of an amount.</li> <li>Find an amount, given a part and a percent.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>The Number System</b> Students can:</p> <ul style="list-style-type: none"> <li>Divide fractions and/or mixed numbers, including solving real-world situations.</li> <li>Explain the answer to a fractional (including mixed number) division problem.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>The Number System</b> Students can:</p> <ul style="list-style-type: none"> <li>Divide numbers bigger than 1,000.</li> <li>Explain the answer to a division problem.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>The Number System</b> Students can:</p> <ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide decimals.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Expressions and Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>Write numerical expressions with multiple steps.</li> <li>Use order of operations to simplify a numerical expression.</li> </ul>	<p>Approaching <input checked="" type="radio"/> Satisfactory <input type="radio"/></p>



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# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 6 | C

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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><b>The Number System</b> Students can:</p> <ul style="list-style-type: none"> <li>Understand numbers can be written as a fraction and place them on a number line or graph.               <ul style="list-style-type: none"> <li>Place fractions on a number line.</li> <li>Understand how to graph (x, y) coordinates on a two-dimensional graph.</li> <li>Know that when the (x, y) coordinates for a point only differ by a negative sign, then the points are across from one another on a two-dimensional graph.</li> </ul> </li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Expressions and Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>Let letters stand for numbers to create numerical expressions (like <math>2x + 5</math>).</li> <li>Identify parts of a numerical expression.</li> <li>Substitute a value into and evaluate a numerical expression.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Expressions and Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>Let letters stand for numbers to create numerical expressions (like <math>2x + 5</math>) and solve real-world problems.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Expressions and Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>Solve problems by writing and solving one-step equations that contain positive whole numbers or those that can be written as a fraction.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p><b>Geometry</b> Students can:</p> <ul style="list-style-type: none"> <li>Plot (x, y) coordinates in a two-dimensional graph to draw shapes.</li> <li>Find the length of the side of a shape (graphed on a two-dimensional graph) where either the x- or y-values are the same.</li> </ul>	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



North Carolina Department of  
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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.

**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 standards, please visit <https://www.dpi.nc.gov/media/4008/open>.

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



North Carolina Department of  
PUBLIC INSTRUCTION

# North Carolina Individual Student Report

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

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.

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

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

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For more information regarding these standards, please visit <https://www.dpi.nc.gov/media/4008/open>.

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



North Carolina Department of  
PUBLIC INSTRUCTION

# North Carolina Individual Student Report

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

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.

**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 standards, please visit <https://www.dpi.nc.gov/media/4008/open>.

Math Learning Concepts Tested	Progress on Learning Concepts
<p><b>Expressions and Equations</b> Students can:</p> <ul style="list-style-type: none"> <li>• Create and solve multi-step equations and inequalities where the variable (a letter that represents an unknown amount) is on one side</li> <li>• Explain what a solution or solution set means in context</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Geometry</b> Students can:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Geometry</b> Students can:</p> <ul style="list-style-type: none"> <li>• Determine the area of two-dimensional objects</li> <li>• Find the volume and surface area of right prisms and cubes</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Statistics and Probability</b> Students can:</p> <ul style="list-style-type: none"> <li>• Find probabilities of simple events (i.e., drawing a card, flipping a coin, or rolling a number cube)</li> <li>• 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</li> </ul>	<p>Approaching ● Satisfactory</p>
<p><b>Statistics and Probability</b> Students can:</p> <ul style="list-style-type: none"> <li>• Find probabilities of compound events (i.e., flipping a coin and rolling a number cube) using organized lists, tables, tree diagrams, and simulations</li> <li>• 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)</li> </ul>	<p>Approaching ● Satisfactory</p>



North Carolina Department of  
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# North Carolina Individual Student Report

NC Check-In 2.0 | Math | Grade 8 | 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 8 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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*Note: The 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/4008/open>.

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



# North Carolina Individual Student Report

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

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 8 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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**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 standards, please visit <https://www.dpi.nc.gov/media/4008/open>.

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



North Carolina Department of  
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# North Carolina Individual Student Report

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

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 8 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.

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