



## North Carolina Individual Student Report

Student ID: 1234567890  
Student Name: SIERRA TEST

NC Check-In 2.0 | Reading | Grade 4 | A  
Process Date: 10/8/2021  
School Name: Green Mountain Elementary





Recently, your student took an NC Check-In 2.0 in reading. This report provides information on your student's progress in learning grade 4 reading. 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Make conclusions</li><li>• Refer to details and examples</li><li>• Determine the theme or main idea</li><li>• Explain events, procedures, ideas, or concepts</li></ul>	Approaching  Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Determine the meaning of words and phrases</li><li>• Understand the overall structure of events, ideas, concepts, or information</li></ul>	Approaching  Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Understand how an author uses reasons and evidence to support particular points</li></ul>	Approaching  Satisfactory
<b>Vocabulary Acquisition and Use</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Determine the meaning of grade-level words and phrases using context clues, word parts, and word relationships</li></ul>	Approaching  Satisfactory



## North Carolina Individual Student Report

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

Student ID: 1234567890

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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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Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Make conclusions</li><li>• Refer to details and examples</li><li>• Determine the theme or main idea</li><li>• Summarize events</li><li>• Explain events, procedures, ideas, or concepts</li></ul>	<div>Approaching  Satisfactory</div>
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Determine the meaning of words and phrases</li><li>• Understand the overall structure of events, ideas, concepts, or information</li></ul>	<div>Approaching  Satisfactory</div>
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Understand how an author uses reasons and evidence to support particular points</li></ul>	<div>Approaching  Satisfactory</div>
<b>Vocabulary Acquisition and Use</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Determine the meaning of grade-level words and phrases using context clues, word parts, and word relationships</li></ul>	<div>Approaching  Satisfactory</div>



## North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 4 | 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 reading. This report provides information on your student's progress in learning grade 4 reading. 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Make conclusions</li><li>• Refer to details and examples</li><li>• Determine the theme or main idea</li><li>• Summarize events</li><li>• Explain events, procedures, ideas, or concepts</li></ul>	Approaching ● Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Determine the meaning of words and phrases</li><li>• Understand the overall structure of events, ideas, concepts, or information</li></ul>	Approaching ● Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Understand how an author uses reasons and evidence to support particular points</li></ul>	Approaching ● Satisfactory
<b>Vocabulary Acquisition and Use</b> After reading a text, students can: <ul style="list-style-type: none"><li>• Determine the meaning of grade-level words and phrases using context clues, word parts, and word relationships</li></ul>	Approaching ● Satisfactory



## North Carolina Individual Student Report

NC Check-In 2.0 | Reading | 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 reading. This report provides information on your student's progress in learning grade 5 reading. 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Quote accurately or infer from a text</li><li>Determine a theme of a story (literature); determine two or more main ideas (informational); summarize the text</li><li>Compare and contrast two or more characters, settings, or events</li></ul>	Approaching  Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine the meaning of words or phrases as they are used in a text (literature), including general academic and domain-specific words and phrases (informational)</li><li>Describe how a narrator's point of view influences how events are described</li></ul>	Approaching  Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Understand how an author uses reasons and evidence to support a particular point</li></ul>	Approaching  Satisfactory
<b>Vocabulary Acquisition and Use</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine/clarify the meaning of unknown and multiple-meaning words and phrases</li><li>Interpret figurative language, including similes and metaphors, in context</li></ul>	Approaching  Satisfactory



## North Carolina Individual Student Report

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NC Check-In 2.0 | Reading | Grade 5 | B  
Process Date: 10/8/2021  
School Name: Green Mountain Elementary

Recently, your student took an NC Check-In 2.0 in reading. This report provides information on your student's progress in learning grade 5 reading. 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Quote accurately or infer from a text</li><li>Determine a theme of a story (literature); determine two or more main ideas (informational); summarize the text</li><li>Compare and contrast two or more characters, settings, or events</li></ul>	Approaching <input checked="" type="radio"/> Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine the meaning of words or phrases as they are used in a text (literature), including general academic and domain-specific words and phrases (informational)</li><li>Describe how a narrator's point of view influences how events are described</li></ul>	Approaching <input type="radio"/> Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Understand how an author uses reasons and evidence to support a particular point</li></ul>	Approaching <input type="radio"/> Satisfactory
<b>Vocabulary Acquisition and Use</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine/clarify the meaning of unknown and multiple-meaning words and phrases</li><li>Interpret figurative language, including similes and metaphors, in context</li></ul>	Approaching <input type="radio"/> Satisfactory



## North Carolina Individual Student Report

Student ID: 1234567890  
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NC Check-In 2.0 | Reading | Grade 5 | C  
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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Quote accurately or infer from a text</li><li>Determine a theme of a story (literature); determine two or more main ideas (informational); summarize the text</li><li>Compare and contrast two or more characters, settings, or events</li></ul>	Approaching ● Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine the meaning of words or phrases as they are used in a text (literature), including general academic and domain-specific words and phrases (informational)</li><li>Describe how a narrator's point of view influences how events are described</li></ul>	Approaching ● Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Understand how an author uses reasons and evidence to support a particular point</li></ul>	Approaching ● Satisfactory
<b>Vocabulary Acquisition and Use</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine/clarify the meaning of unknown and multiple-meaning words and phrases</li><li>Interpret figurative language, including similes and metaphors, in context</li></ul>	Approaching ● Satisfactory



## North Carolina Individual Student Report

NC Check-In 2.0 | Reading | 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 reading. This report provides information on your student's progress in learning grade 7 reading. 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Cite several pieces of evidence to support conclusions</li><li>Draw inferences about ideas, events, and actions</li><li>Provide an objective summary</li><li>Analyze how the theme or central ideas develop</li><li>Analyze interactions (particular literary elements, individuals, events, and ideas)</li></ul>	<div>Approaching  Satisfactory</div>
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Interpret meanings of words and phrases</li><li>Explain how the form or structure of a text contributes to its meaning</li><li>Analyze how an author develops or contrasts the perspectives of different characters</li><li>Determine an author's point of view or purpose in a text</li><li>Analyze how an author distinguishes his or her position from others</li></ul>	<div>Approaching  Satisfactory</div>
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Trace and evaluate the argument and specific claims</li><li>Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)</li></ul>	<div>Approaching  Satisfactory</div>
<b>Vocabulary Acquisition and Use</b> Students can: <ul style="list-style-type: none"><li>Determine the meaning of grade-level words and phrases using context clues and word relationships</li><li>Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7</li></ul>	<div>Approaching  Satisfactory</div>





## North Carolina Individual Student Report

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NC Check-In 2.0 | Reading | Grade 7 | B  
Process Date: 10/8/2021  
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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 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Cite several pieces of evidence to support conclusions</li><li>Provide an objective summary</li><li>Analyze how the theme or central ideas develop</li><li>Analyze interactions (particular literary elements, individuals, events, and ideas)</li></ul>	Approaching  Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Analyze the impact of rhymes and repetition of sound</li><li>Explain how the form or structure of a text contributes to its meaning</li><li>Analyze the text's structure (how paragraphs/sections relate to each other, contribute to the whole text, and to the development of ideas)</li><li>Analyze how an author develops or contrasts the perspectives of different characters</li><li>Determine an author's point of view or purpose</li></ul>	Approaching  Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Evaluate whether the reasoning used in the text is sound</li></ul>	Approaching  Satisfactory
<b>Vocabulary Acquisition and Use</b> Students can: <ul style="list-style-type: none"><li>Determine the meaning of grade-level words and phrases using context clues and word relationships</li><li>Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7</li></ul>	Approaching  Satisfactory





## North Carolina Individual Student Report

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NC Check-In 2.0 | Reading | Grade 7 | C  
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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Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Cite several pieces of evidence to support conclusions</li><li>Determine the theme of two or more central ideas</li><li>Provide an objective summary</li><li>Analyze interactions (particular literary elements, individuals, events, and ideas)</li></ul>	Approaching  Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Explain how the form or structure of a text contributes to its meaning</li><li>Analyze the text's structure (how paragraphs/sections relate to each other, contribute to the whole text, and to the development of ideas)</li><li>Analyze how an author develops or contrasts the perspectives of different characters</li><li>Determine an author's point of view or purpose in a text</li></ul>	Approaching  Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)</li></ul>	Approaching  Satisfactory
<b>Vocabulary Acquisition and Use</b> Students can: <ul style="list-style-type: none"><li>Determine the meaning of grade-level words and phrases using context clues and word relationships</li><li>Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7</li></ul>	Approaching  Satisfactory



North Carolina Department of  
PUBLIC INSTRUCTION

## North Carolina Individual Student Report

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

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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Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Cite textual evidence that strongly supports an analysis or inference of what the text says</li><li>Determine the theme of a text (literature) or a central idea (informational); summarize the text</li><li>Analyze how dialogue or an incident in a story moves the action forward or reveals aspects about a character</li><li>Analyze how a text makes connections between individuals, ideas, and events</li></ul>	Approaching  Satisfactory
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine meanings of words and phrases</li><li>Analyze different perspectives of characters</li><li>Determine an author's point of view or purpose in a text</li><li>Analyze the structure of a paragraph in a text</li></ul>	Approaching  Satisfactory
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Evaluate the arguments and claims in a text; recognize when irrelevant evidence is introduced</li></ul>	Approaching  Satisfactory
<b>Vocabulary Acquisition and Use</b> Students can: <ul style="list-style-type: none"><li>Determine/clarify the meaning of unknown and multiple-meaning words and phrases</li><li>Interpret figures of speech in context based on grade-level content</li></ul>	Approaching  Satisfactory



## North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 8 | 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/7228/open>.

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Cite textual evidence that strongly supports an analysis or inference of what the text says</li><li>Determine the theme of a text (literature) or a central idea (informational); summarize the text</li><li>Analyze how dialogue or an incident in a story moves the action forward or reveals aspects about a character</li><li>Analyze how a text makes connections between individuals, ideas, and events</li></ul>	<div>Approaching  Satisfactory</div>
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine meanings of words and phrases</li><li>Analyze different perspectives of characters</li><li>Determine an author's point of view or purpose in a text</li><li>Analyze the structure of a paragraph in a text</li></ul>	<div>Approaching  Satisfactory</div>
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Evaluate the arguments and claims in a text; recognize when irrelevant evidence is introduced</li></ul>	<div>Approaching  Satisfactory</div>
<b>Vocabulary Acquisition and Use</b> Students can: <ul style="list-style-type: none"><li>Determine/clarify the meaning of unknown and multiple-meaning words and phrases</li><li>Interpret figures of speech in context based on grade-level content</li></ul>	<div>Approaching  Satisfactory</div>



## North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 8 | 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.

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

Reading Learning Concepts Tested	Progress on Learning Concepts
<b>Key Ideas and Evidence</b> After reading a text, students can: <ul style="list-style-type: none"><li>Cite textual evidence that strongly supports an analysis or inference of what the text says</li><li>Determine the theme of a text (literature) or a central idea (informational); summarize the text</li><li>Analyze how dialogue or an incident in a story moves the action forward or reveals aspects about a character</li><li>Analyze how a text makes connections between individuals, ideas, and events</li></ul>	<div>Approaching  Satisfactory</div>
<b>Craft and Structure</b> After reading a text, students can: <ul style="list-style-type: none"><li>Determine meanings of words and phrases</li><li>Analyze different perspectives of characters</li><li>Determine an author's point of view or purpose in a text</li><li>Analyze the structure of a paragraph in a text</li></ul>	<div>Approaching  Satisfactory</div>
<b>Integration of Ideas and Analysis</b> After reading a text, students can: <ul style="list-style-type: none"><li>Evaluate the arguments and claims in a text; recognize when irrelevant evidence is introduced</li></ul>	<div>Approaching  Satisfactory</div>
<b>Vocabulary Acquisition and Use</b> Students can: <ul style="list-style-type: none"><li>Determine/clarify the meaning of unknown and multiple-meaning words and phrases</li><li>Interpret figures of speech in context based on grade-level content</li></ul>	<div>Approaching  Satisfactory</div>