North Carolina Individual Student Report

NC Check-Ins 2.0 | Earth and Space Science | Grade 8

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: SCIENCE EARTH

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

Recently, your student took an NC Check-Ins 2.0 in earth and space science. This report provides information on your student's progress in learning grade 8 earth and space science. 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://ncdpi.instructure.com/courses/12448/pages/k-12-science-standards.

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.

Earth and Space Science Learning Concepts Tested	Progress on Learning Concepts
Earth's Place in the Universe Applying commonly assessed SEPs, students can: • Use index fossils and the ordering of rock layers to determine the relative age of Earth, rocks, and fossils. • Explain how fossils, sedimentary rock layers, faults (breaks in the Earth's crust), and igneous rock formations (formed from cooled lava) provide clues about Earth's history and its life forms.	
Earth's Systems Applying commonly assessed SEPs, students can: • Explain how water is distributed around Earth, including local river basins and estuaries (where freshwater meets the sea) and how available water is in different places. • Explain how temperature and salinity (the amount of dissolved salt) of ocean water create major currents and how these currents play a big role in shaping the climate, affecting ecosystems, and moving nutrients, minerals, dissolved gases, and marine life around the globe.	
Earth and Human Activity Applying commonly assessed SEPs, students can: • Predict the safety and potability (drinkability) of water supplies in North Carolina by looking at factors like temperature, dissolved oxygen, pH levels, nitrates, phosphates, turbidity (cloudiness), and biological indicators. • Explain why it's important to regularly monitor water quality, follow water quality standards, use effective water treatment methods, and take care of water resources to keep both people and the environment healthy (be good stewards). • Classify energy sources as either renewable (like geothermal, biomass, solar, wind, and hydroelectric) or nonrenewable (like coal, petroleum, natural gas, and nuclear energy). • Explain the environmental effects of different ways of obtaining, using, and distributing energy. • Illustrate how human activities since the start of the industrial era have influenced global temperatures. • Compare the long-term effects of using renewable versus nonrenewable energy sources. Explain why it's important to conserve resources and practice good stewardship.	

North Carolina Individual Student Report

NC Check-Ins 2.0 | Life Science | Grade 8

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: SCIENCE LIFE

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

Recently, your student took an NC Check-Ins 2.0 in life science. This report provides information on your student's progress in learning grade 8 life science. 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://ncdpi.instructure.com/courses/12448/pages/k-12-science-standards.

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Life Science Learning Concepts Tested	Progress on Learning Concepts
From Molecules to Organisms Applying commonly assessed SEPs, students can: • Compare the basic characteristics of viruses, bacteria, fungi, and parasites, including how they spread, how they are treated, and how they can be prevented. • Explain the difference between an epidemic (a sudden outbreak of a disease in a specific area) and a pandemic (a global spread of a disease), including how spread, treatment, and prevention strategies differ.	
Ecosystems Applying commonly assessed SEPs, students can: • Explain how changes in biotic factors (living factors like food availability) and abiotic factors (nonliving factors like water, shelter, and space) affect the populations of plants and animals in n ecosystem. • Summarize the positive and negative consequences of how producers, consumers, and decomposers interact in an ecosystem, including coexistence (where two organisms live together and neither help nor hurt one another), cooperation (where organisms work together), competition (where two organisms compete for the same resources; predator/prey), parasitism (where one organism benefits at the expense of another), and mutualism (where two species interact and both benefit). • Summarize how food provides the necessary energy and building materials for all living things (including plants) to grow and survive. • Explain how energy moves through food webs and how this movement of energy connects to the water and carbon cycles.	
Biological Evolution Applying commonly assessed SEPs, students can: • Infer how scientists use fossils and comparisons of body structures to figure out how different species are related and how they have evolved over time. • Explain how natural selection works. Animals with traits better suited to their environment are more likely to survive and pass those traits to their offspring.	

North Carolina Individual Student Report

NC Check-Ins 2.0 | Physical Science | Grade 8

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: SCIENCE PHYSICAL

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

Recently, your student took an NC Check-Ins 2.0 in physical science. This report provides information on your student's progress in learning grade 8 physical science. 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://ncdpi.instructure.com/courses/12448/pages/k-12-science-standards.

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Physical Science Learning Concepts Tested	Progress on Learning Concepts
Matter and Its Interactions Applying commonly assessed SEPs, students can: • Classify substances as elements, compounds, or mixtures based on how their atoms are arranged. • Illustrate the structure of atoms, including where subatomic particles (protons, electrons, and neutrons) are located and the relative sizes and charges of those subatomic particles. • Explain how the physical properties and reactivity of elements have helped scientists develop the Periodic Table of Elements. • Classify changes in matter as physical changes (including changes in size, shape, and state) or chemical changes that are the result of a chemical reaction (including changes in energy, color, formation of a gas or precipitate). • Illustrate how atoms rearrange during chemical reactions and how balanced chemical equations that the demonstrate that mass is conserved (Law of Conservation of Mass). This means total mass of substances before and after a reaction stays the same, whether the system is open or closed.	

North Carolina Individual Student Report

NC Check-Ins 2.0 | Earth and Space Science | Grade 5

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: SCIENCE EARTH

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

Recently, your student took an NC Check-Ins 2.0 in earth and space science. This report provides information on your student's progress in learning grade 5 earth and space science. 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://ncdpi.instructure.com/courses/12448/pages/k-12-science-standards..

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Earth and Space Science Learning Concepts Tested	Progress on Learning Concepts
Earth's Systems Applying commonly assessed SEPs, students can: • Compare daily and seasonal changes in weather conditions (including wind direction, precipitation, and temperature) and patterns. • Explain current and upcoming weather conditions (including severe weather such as hurricanes and tornadoes) in a given location. • Summarize the ocean's influences on weather and climate in North Carolina. • Explain how the sun's energy drives the processes of the water cycle (including evaporation, transpiration, condensation, precipitation).	

North Carolina Individual Student Report

NC Check-Ins 2.0 | Life Science | Grade 5

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: SCIENCE LIFE

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

Recently, your student took an NC Check-Ins 2.0 in life science. This report provides information on your student's progress in learning grade 5 life science. 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://ncdpi.instructure.com/courses/12448/pages/k-12-science-standards.

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Life Science Learning Concepts Tested	Progress on Learning Concepts
From Molecules to Organisms – Structures and Processes Applying commonly assessed SEPs, students can: • Recognize the organizational structure of humans as a multicellular organism (cell, tissue, organ, system, organism). • Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, nervous) as it relates to their functions necessary for life.	Approaching ● Satisfactory
Ecosystems – Interactions, Energy, and Dynamics Applying commonly assessed SEPs, students can: • Compare the characteristics of several common ecosystems (including estuaries and salt marshes, oceans, lakes and ponds, rivers and streams, forests, and grasslands) in terms of their ability to support a variety of populations. • Classify the organisms within an ecosystem according to the function they serve: producers (i.e., grass, trees), consumers (i.e., mouse, hawk), or decomposers (i.e., mushroom). • Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.	Approaching ● Satisfactory
Heredity – Inheritance and Variation of Traits Applying commonly assessed SEPs, students can: • Compare instincts and learned behaviors. • Compare inherited and acquired traits.	Approaching ● Satisfactory

North Carolina Individual Student Report

NC Check-Ins 2.0 | Physical Science | Grade 5

North Carolina Department of PUBLIC INSTRUCTION

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Student Name: SCIENCE PHYSICAL

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

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Physical Science Learning Concepts Tested	Progress on Learning Concepts
Matter and its Interactions Applying commonly assessed SEPs, students can: • Compare the weight of objects before and after an interaction. • Explain whether the mixing of two or more substances results in new substances. • Compare how heating and cooling affect some materials and how this relates to their purpose and practical applications.	Approaching ● Satisfactory
Motion and Stability – Forces and Interactions Applying commonly assessed SEPs, students can: • Explain how factors such as gravity, friction, and change in mass affect the motion of objects. • Infer the motion of an object (including position, direction, and speed).	Approaching ● Satisfactory