North Carolina Individual Student Report

Grade 7 Math | NC Interim 3

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 1234567890
Student Name: SIERRA TEST

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

Recently, your student took an NC Interim 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 blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4008/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Expressions and Equations Students can: • 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	
Geometry Students can: • 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	
Geometry Students can: • Determine the area of two-dimensional objects • Find the volume and surface area of right prisms and cubes	
Statistics and Probability Students can: • 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	
Statistics and Probability Students can: • 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)	

SAMPLE