North Carolina Individual Student Report

NC Check-Ins 2.0 | Earth 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 science. This report provides information on your student's progress in learning grade 5 earth science. At this time, your students 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/7228/open.

Earth Science Learning Concepts Tested	Progress on Learning Concepts
Daily and Seasonal Weather Changes Students can: • Compare daily and seasonal changes in weather conditions (including wind direction, precipitation, and temperature and patterns.	
Weather Patterns and Phenomena Students can: • Predict upcoming weather events from weather data collected through observation and measurements.	
Global Influences on Local Weather Students can: • Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction, and 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. At this time, your students 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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Life Science Learning Concepts Tested	Progress on Learning Concepts
Structures and Functions of Living Organisms Students can: • Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive. • Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.	
Ecosystems Students can: • Compare the characteristics of several common ecosystems, including estuaries (where salt water and freshwater meet) and salt marshes, forests, and grasslands. • 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) (biotic [living] factors). • Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.	
Evolution and Genetics Students can: • Explain why organisms differ from or are like their parents based on the characteristics of the organism. • Give examples of likenesses that are inherited (e.g., hair color) and some that are not (e.g., athletic ability).	

North Carolina Individual Student Report

NC Check-Ins 2.0 | Physical Science | Grade 5

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 5 physical science. At this time, your students 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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Physical Science Learning Concepts Tested	Progress on Learning Concepts
Force and Motion Students can: • Explain how factors such as gravity and friction affect the motion of objects. • Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel. • Illustrate the motion of an object using a graph to show a change in position over a period of time. • Predict the effect of a given force or a change in mass on the motion of an object.	Approaching ● Satisfactory
Matter: Properties and Change Students can: • Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation, and runoff). • Compare the weight of an object to the sum of the weight of its parts before and after an interaction. • Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.	Approaching ● Satisfactory
Energy: Conservation and Transfer Students can: • Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures (conduction or convection). • Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.	Approaching ● Satisfactory

North Carolina Individual Student Report

NC Check-Ins 2.0 | Earth 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 science. This report provides information on your student's progress in learning grade 8 earth science. At this time, your students 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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Earth Science Learning Concepts Tested	Progress on Learning Concepts
Earth Systems, Structures and Processes Students can: • Explain the structure of the hydrosphere (all water on Earth), including where water is located and available for use. • Explain that Earth's oceans contain nutrients and life, including an understanding of marine ecosystems and the behavior of dissolved gases. • Predict the safety and ability to use of NC's water supply using temperature, dissolved oxygen, pH (acidic vs basic), nitrates (from waste), turbidity (how clear water is), and bio-indicators (presence of living organisms that indicate if a body of water is of high quality). • Conclude that the good health of humans requires monitoring our water supply, implementing water quality standards, treating water, maintaining safe water quality, and being good stewards.	Approaching ● Satisfactory
Earth History Students can: • Infer the relative age of rocks and fossils using index fossils (remains of life that were geographically widespread but lived for a relatively short period of time) and ordering rock layers using relative dating (older than __, younger than __). • Explain the use of fossils, composition of sedimentary rocks (rocks formed by deposits over time), faults (breaks in layers of rocks), and igneous rock formations (molten rock) found in rock layers as evidence of the history of Earth and its changing life forms.	Approaching ● Satisfactory

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. At this time, your students 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.

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Life Science Learning Concepts Tested	Progress on Learning Concepts
Structures and Functions of Living Organisms Students can: • Summarize characteristics of viruses and bacteria as they relate to treatment and prevention of disease. • Compare and contrast epidemics and pandemics in terms of spread and prevention of disease. • Summarize aspects of biotechnology (technology related to life), including genetic information, ethical issues, and agricultural implications.	Approaching ● Satisfactory
Ecosystems Students can: • Explain how food, shelter, and space affect populations. • Summarize relationships between living organisms including competition (fighting for resources), parasitism (one organism is harmed), and mutualism (two organisms each help one another). • Explain how energy moves in a food web and its connection to cycling matter (including nitrogen and carbon dioxide).	Approaching ● Satisfactory
Evolution and Genetics Students can: • Summarize using evidence from fossils and body structures to form the basis for classifying organisms and the theory of evolution. • Explain the relationship between variations in genes and an organism's ability to adapt to its environment.	Approaching ● Satisfactory
Molecular Biology Students can: • Summarize how food provides energy and molecules to living organisms to build and grow. • Explain the relationship between healthy diet, exercise, and general health.	Approaching ● Satisfactory

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. At this time, your students 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.

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Physical Science Learning Concepts Tested	Progress on Learning Concepts
Matter: Properties and Change Students can: • Classify substances as elements (i.e., gold, carbon), compounds (i.e., water, salt), or mixtures (i.e., air, sand). • Explain the organization of the Periodic Table using properties of elements (i.e., numbers of protons, neutrons, electrons; reactivity; atomic mass). • Compare physical changes (i.e., cutting, melting) to chemical changes (i.e., burning, rusting) • Explain how atoms and balanced chemical equations (the same number of each element on each side of the equation) support the law of conservation of mass (mass is neither created nor destroyed).	Approaching ● Satisfactory
Energy: Conservation and Transfer Students can: • Explain how obtaining, transforming, and distributing energy can have environmental effects. • Explain the effects of using up energy sources and how energy conservation is important.	Approaching ● Satisfactory