



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Individual Student Report

NC Check-In 2.0 | Reading | 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 reading. This report provides information on your student's progress in learning grade 3 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> • Answer questions using information that is found directly in the text. • Identify the main idea/central message and supporting details. • Describe how a character's actions contribute to the sequence of events in a story. • Describe the relationship between a series of historical events, using language that relates to time, sequence, and cause/effect. 	
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases. 	
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> • Describe how the author connects ideas between sentences and paragraphs. 	
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine the meaning of grade-level words and phrases, using a range of strategies. 	



North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 3 | 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 reading. This report provides information on your student's progress in learning grade 3 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> • Answer questions using information that is found directly in the text. • Identify the central message. • Describe how a character's actions contribute to the sequence of events in a story. • Describe the relationship between a series of scientific ideas or concepts, using language that relates to cause/effect. 	<p>Approaching ● Satisfactory</p>
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases. 	<p>Approaching ● Satisfactory</p>
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> • Describe how the author connects ideas between paragraphs. 	<p>Approaching ● Satisfactory</p>
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine the meaning of grade-level words and phrases, using a range of strategies. 	<p>Approaching ● Satisfactory</p>



North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 3 | 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 3 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> • Answer questions using information that is found directly in the text. • Identify supporting details of the main idea, and lessons learned in a story. • Describe how a character's actions contribute to the sequence of events in a story. • Describe the relationship between a series of historical events or steps in technical procedures, using language that pertains to time, sequence, and cause/effect. 	
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases. 	
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> • Describe how the author connects ideas between sentences and paragraphs. 	
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine the meaning of grade-level words and phrases, using a range of strategies. 	



North Carolina Individual Student Report

NC Check-In 2.0 | Reading | 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 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none">• Make conclusions• Refer to details and examples• Determine the theme or main idea• Explain events, procedures, ideas, or concepts	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none">• Determine the meaning of words and phrases• Understand the overall structure of events, ideas, concepts, or information	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none">• Understand how an author uses reasons and evidence to support particular points	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none">• Determine the meaning of grade-level words and phrases using context clues, word parts, and word relationships	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>



North Carolina Individual Student Report

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

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

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



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



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



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North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 5 | 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 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> Quote accurately or infer from a text Determine a theme of a story (literature); determine two or more main ideas (informational); summarize the text Compare and contrast two or more characters, settings, or events 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> 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) Describe how a narrator's point of view influences how events are described 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> Understand how an author uses reasons and evidence to support a particular point 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> Determine/clarify the meaning of unknown and multiple-meaning words and phrases Interpret figurative language, including similes and metaphors, in context 	<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 | Reading | Grade 5 | 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 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 circle shows how the student is progressing on each learning concept.

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



North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 6 | 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 6 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> Cite textual evidence to support what the text says explicitly as well as inferences. Determine a theme or central idea; provide a summary. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases. Analyze how a particular sentence, paragraph, chapter, scene, stanza, or section fits into the overall structure. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> Determine an author's point of view or purpose. Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases. Demonstrate understanding of figurative language and nuances in word meanings. 	<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 | Reading | Grade 6 | 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 reading. This report provides information on your student's progress in learning grade 6 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> Cite textual evidence to support what the text says explicitly as well as inferences. Determine a theme or central idea; provide a summary. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. 	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases. Analyze how a particular sentence, paragraph, chapter, scene, stanza, or section fits into the overall structure. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> Determine an author's point of view or purpose. 	<p>Approaching <input checked="" type="radio"/> Satisfactory</p>
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases. Demonstrate understanding of figurative language and nuances in word meanings. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Individual Student Report

NC Check-In 2.0 | Reading | Grade 6 | 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 6 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> Cite textual evidence to support what the text says explicitly as well as inferences. Determine a theme or central idea; provide a summary. Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases. Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> Determine an author's point of view or purpose. Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>
<p>Vocabulary Acquisition and Use After reading a text, students can:</p> <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases. 	<p>Approaching <input type="radio"/> Satisfactory <input checked="" type="radio"/></p>



North Carolina Department of
PUBLIC INSTRUCTION

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 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>.

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



North Carolina Individual Student Report

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



North Carolina Department of
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North Carolina Individual Student Report

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



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





Recently, your student took an NC Check-In 2.0 in reading. This report provides information on your student's progress in learning grade 8 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 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
<p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> • Cite textual evidence that strongly supports an analysis or inference of what the text says • Determine the theme of a text (literature) or a central idea (informational); summarize the text • Analyze how dialogue or an incident in a story moves the action forward or reveals aspects about a character • Analyze how a text makes connections between individuals, ideas, and events 	
<p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> • Determine meanings of words and phrases • Analyze different perspectives of characters • Determine an author's point of view or purpose in a text • Analyze the structure of a paragraph in a text 	
<p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> • Evaluate the arguments and claims in a text; recognize when irrelevant evidence is introduced 	
<p>Vocabulary Acquisition and Use Students can:</p> <ul style="list-style-type: none"> • Determine/clarify the meaning of unknown and multiple-meaning words and phrases • Interpret figures of speech in context based on grade-level content 	



North Carolina Department of
PUBLIC INSTRUCTION

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





Recently, your student took an NC Check-In 2.0 in reading. This report provides information on your student's progress in learning grade 8 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.

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



North Carolina Department of
PUBLIC INSTRUCTION

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

Recently, your student took an NC Check-In 2.0 in reading. This report provides information on your student's progress in learning grade 8 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.

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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/7228/open>.

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