



North Carolina Department of  
PUBLIC INSTRUCTION

## North Carolina Individual Student Report

NC Check-In 2.0 | Math | 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 mathematics. This report provides information on your student's progress in learning grade 6 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 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/4007/open>.

| Math Learning Concepts Tested                                                                                                                                                                                                                                                                                                                                                                        | Progress on Learning Concepts                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Ratio and Proportional Reasoning</b><br>Students can: <ul style="list-style-type: none"><li>Understand that a ratio is a comparison of two amounts.</li><li>Represent a ratio in different ways.</li></ul>                                                                                                                                                                                        | Approaching  Satisfactory   |
| <b>Ratio and Proportional Reasoning</b><br>Students can: <ul style="list-style-type: none"><li>Use equal ratios to solve problems by:<ul style="list-style-type: none"><li>Finding missing numbers in a table.</li><li>Using a ratio that describes one of one amount to more than one of another amount.</li><li>Working with measurement conversions.</li><li>Graphing ratios.</li></ul></li></ul> | Approaching  Satisfactory   |
| <b>The Number System</b><br>Students can: <ul style="list-style-type: none"><li>Divide a number into its smaller factors.</li><li>Find the greatest number that will divide into two numbers not more than 100.</li><li>Rewrite sums of numbers using their factors.</li><li>Find a larger number two numbers (not more than 12) will both divide into.</li></ul>                                    | Approaching  Satisfactory |
| <b>Geometry</b><br>Students can: <ul style="list-style-type: none"><li>Find the area of two-dimensional shapes by dividing into smaller rectangles and triangles.</li></ul>                                                                                                                                                                                                                          | Approaching  Satisfactory |
| <b>Geometry</b><br>Students can: <ul style="list-style-type: none"><li>Make a flat pattern for three-dimensional rectangular boxes and pyramids.</li><li>Use the flat pattern to find the area of all the flat surfaces of the three-dimensional shape.</li></ul>                                                                                                                                    | Approaching  Satisfactory |