<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Item #</th>
<th>Depth of Knowledge</th>
<th>Percent Correct by Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating Equations</strong></td>
<td>A-CED.1</td>
<td>Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12*^</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>22^</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25^</td>
</tr>
<tr>
<td><strong>Reasoning With Equations and Inequalities</strong></td>
<td>A-REI.6</td>
<td>Use tables, graphs, or algebraic methods (substitution and elimination) to find approximate or exact solutions to systems of linear equations and interpret solutions in terms of a context</td>
<td>5*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15^</td>
</tr>
<tr>
<td><strong>Building Functions</strong></td>
<td>F-BF.1</td>
<td>Build a function that models a relationship between two quantities</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Functions-Interpreting Functions</strong></td>
<td>F-IF.5</td>
<td>Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use equivalent expressions to reveal and explain different properties of a function.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Items marked with an asterisk (*) are gridded response items.

^ Students had access to a calculator when completing items marked with a ^.

Note: Results from NC Check-Ins should not be compared across interims, districts, or the state.

Each math Grade 8 NC Check-In assesses different content standards.