

## Kindergarten - Dual

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.


We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in **bold** under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>



**A Parent's Guide to the...**

*Kindergarten*

**State Standards**

An apple for the teacher...  
It's really nothing new.  
Except when you remember,  
Parents are teachers too!

**HILLSBORO SCHOOL DISTRICT**  
Engage and challenge all learners to ensure academic excellence

K-6 Parent Standard Guides are available at:  
<http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>



## Key Idea Reading Foundations:

Your child is learning to name upper and lower-case letters, matching those letters with their sounds, and printing them. Help your child to learn to recognize, spell and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are, etc....). In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

S1		S2		Reading Foundations		
Nov	Jan	Apr	Jun	Print Concepts		
✓	✓	✓	✓	RF.K.1	I can understand the organization and basic features of print.	B
✓	✓			RF.K.1.A	I can follow words left to right, top to bottom, page to page.	B
✓				RF.K.1.B	I can recognize that spoken words match to a sequence of written letters.	B
✓	✓			RF.K.1.C	I can explain that words are separated from each other with spaces.	B
✓	✓	✓	✓	RF.K.1.D	I can recognize and name all uppercase and lowercase letters.	B
				Phonological Awareness		
	✓	✓	✓	RF.K.2	I can understand spoken words, syllables and sounds.	B
	✓	✓		RF.K.2.A	I can recognize and produce rhyming words.	B
	✓	✓	✓	RF.K.2.B	I can count, say, blend and divide syllables in spoken words.	B
	✓	✓	✓	RF.K.2.C	I can blend and take apart the beginning sound and ending parts of one-syllable words.	E
	✓	✓	✓		I can combine and segment the sounds (phonemes) of consonants and vowels in a syllable.	S
	✓	✓	✓	RF.K.2.D	I can find and say the beginning, middle and ending sound in CVC words.	E
	✓	✓	✓		I can find and say the beginning, middle and ending sound in CVC words including words that end in /l/ y /r/ (e.g., sal, sol, mar, por).	S
	✓	✓	✓	RF.K.2.E	I can change individual sounds in one-syllable words to make new words.	E
					I can change individual sounds in one or two-syllable words to make new words.	S
	✓	✓	✓	RF.K.2.F	I can add a sound or phoneme to single-syllable words to form new words (sol-solo, la-ala, col-cola).	S
	✓	✓	✓	RF.K.2.G	I can combine two syllables to form two syllable familiar words (ma + no = mano; sa+po=sapo).	S
				Phonics and Word Recognition		
✓	✓	✓	✓	RF.K.3	I can figure out words by using what I know about letters and sounds.	B
✓	✓			RF.K.3.A	I can produce the primary sound for each consonant.	B

	✓	✓	✓	RF.K.3.B	<i>I can match the long and short vowel sounds with their common spelling.</i>	<i>E</i>	
		✓	✓		<i>I can match the letter sound with its letter name for the five vowels including the use of "ye" for the vowel "i".</i>	<i>S</i>	
	✓	✓	✓	RF.K.3.C	<i>I can read common high-frequency words.</i>	<i>B</i>	
			✓	RF.K.3.D	<i>I can tell the difference between similarly spelled words by identifying the sounds of the letters that differ.</i>	<i>B</i>	
		✓	✓	RF.K.3.E	<i>I can recognize two syllables CV that form high frequency words used in everyday language ( pa-pá; ca-sa).</i>	<i>S</i>	
				<b>Spanish Accentuation</b>			
	✓	✓	✓	RF.K.1.E	<b>I can recognize that the accent mark, called "tilde" is written over a vowel in a word.</b>	<i>B</i>	
	✓	✓	✓	RF.K.2.H	<b>I can orally separate and count the syllables in a word.</b>	<i>B</i>	
		✓	✓	RF.K.2.I	<b>I can emphasize the stressed syllable, "acento tonico", in multisyllabic words.</b>	<i>B</i>	
				<b>Fluency</b>			
	✓	✓	✓	RF.K.4	<b>I can read books at my level with purpose and understanding.</b>	<b>B</b>	

**Reading Foundations:** [continues above]



## Key Idea Reading Literature:

Compare the adventures and experiences of characters in familiar stories, such as fairy tales and folk tales. Retell familiar stories and talk about stories using details from the text. Ask your child questions using words (e.g., who, what, where, when how and how) about the stories you read together.

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓	✓	✓	✓	RL.K.1	I can ask and answer questions about key details in a story with prompting & support.
✓				RL.K.2	I can retell a story and include important details with prompting & support.
✓			✓	RL.K.3	I can identify characters, setting and major events in a story with prompting & support.
				Craft and Structure	
		✓		RL.K.4	I can ask and answer questions about unknown words in the text.
	✓			RL.K.5	I can recognize common types of texts (stories and poems).
	✓		✓	RL.K.6	I can name the author and illustrator and their role in telling the story with prompting and support.
				Integration of Knowledge and Ideas	
	✓	✓		RL.K.7	I can describe the relationship between illustrations and text in a story.
		✓	✓	RL.K.9	I can compare and contrast the adventures of familiar characters in different stories.
				Range of Reading and Text Complexity	
✓	✓	✓	✓	RL.K.10	I can participate in group reading activities with purpose and understanding.



## Key Idea Reading Informational:

Have your student draw pictures of facts learned from informational texts. Find details with your child not only in the text but also in illustrations. Look at titles and diagrams or graphs together and talk about how they contribute to the meaning of the text.

Nov	Jan	Apr	Jun	Key Ideas and Detail	
✓	✓	✓	✓	RI.K.1	I can ask and answer questions about important details in a text with prompting & support.
✓				RI.K.2	I can identify the main topic and important details of a text with prompting & support.
✓			✓	RI.K.3	I can describe how people, events or idea are connected in a text with prompting & support.
				Craft and Structure	
	✓	✓		RI.K.4	I can ask and answer questions about new words in a text with prompting & support.
	✓			RI.K.5	I can identify the front cover, back cover and title page of a book.
	✓		✓	RI.K.6	I can name the author and illustrator and their roll in presenting the ideas in a text.
				Integration of Knowledge and Ideas	
	✓			RI.K.7	I can describe the relationship between illustrations and the text with prompting & support.
		✓		RI.K.8	I can identify the reasons an author gives to support his/her points with prompting & support.
		✓	✓	RI.K.9	I can identity similarities and/or differences between two texts on the same topic with prompting & support.



## Key Idea Writing:

Kindergarteners can write by using a combination of drawing, dictating and “sounding out” words. Encourage your student to describe an event and state an opinion about what they are “writing” about.

Nov	Jan	Apr	Jun	<b>Text Types and Purpose</b>	
✓			✓	W.K.1	I can draw, write, and/or dictate to tell about a topic and give my opinion about it.
✓		✓	✓	W.K.2	I can draw, write, and/or dictate to tell about a topic and inform about it.
	✓	✓		W.K.3	I can draw, write, and/or dictate to tell an organized story and how I feel about it.
				<b>Production and Distribution of Writing</b>	
✓		✓	✓	W.K.5	I can respond to my peers’ ideas to help add details to my work (with guidance & support).
			✓	W.K.6	I can use digital tools to produce and publish my work (with guidance & support).
				<b>Research to Build and Present Knowledge</b>	
	✓			W.K.7	I can participate in research and writing projects with my classmates.
		✓	✓	W.K.8	I can use what I know and have read about to answer a questions (with guidance & support).



## Key Idea Speaking and Listening:

As your child participates more in group discussions and conversations at school he or she will be eager to share with you at home. Use these conversations to encourage your child to speak clearly to express thoughts, feelings and ideas, including descriptions of familiar people, places, things and events. Help your student to learn to listen to others and take turns when speaking.

Nov	Jan	Apr	Jun	<b>Comprehension and Collaboration</b>	
✓	✓	✓	✓	SL.K.1	I can participate in small and large group conversations about Kinder topics with my peers and teachers.
✓	✓	✓	✓	SL.K.1.A	I can follow class rules for discussions.
		✓	✓	SL.K.1.B	I can continue a conversation that we started the day before.
✓	✓	✓	✓	SL.K.2	I can show I understand a text by asking and answering questions about details.
		✓	✓	SL.K.3	I can ask and/or answer a question to seek help or clarify my understanding.
				<b>Presentation of Knowledge and Ideas</b>	
✓	✓		✓	SL.K.4	I can use details when I tell about people, places and thing with prompting & support.
✓	✓		✓	SL.K.5	I can add drawings or details to a description to provide information.
	✓	✓	✓	SL.K.6	I can speak loudly and express my thoughts clearly.



## Key Idea Language

Have many conversations with your child about topics and books. Speaking and writing are important avenues for developing language. Encourage your child to ask questions and answer questions. In the bilingual program students learn language skills that are common in both languages but also some that are specific to each language.

*If the skill is specific to English = (E), to Spanish = (S), and to both = (B)*

Nov	Jan	Apr	Jun	Conventions of Standard English		
✓	✓	✓	✓	L.K.1	I can show that I know how to use words correctly when I write and speak.	B
✓				L.K.1.A	I can print most of the upper - and lower case letters.	B
✓	✓		✓	L.K.1.B	I can use nouns and verbs.	E
✓	✓		✓		I can use nouns and verbs including the verb "estar".	S
	✓			L.K.1.C	I can form plural nouns by adding an /s/ or /es/ to words.	B
	✓		✓	L.K.1.D	I can understand and use question words (who, what, where, when, why, how)	B
	✓		✓	L.K.1.E	I can use common prepositions (place words).	B
	✓	✓	✓	L.K.1.F	I can produce complete sentences in class activities.	B
✓	✓	✓	✓	L.K.2	I can show that I know how to write sentences correctly.	B
✓	✓	✓		L.K.2.A	I can capitalize the first word of a sentence and the pronoun I.	B
✓	✓			L.K.2.B	I can find and name punctuation at the end of a sentence.	B
	✓	✓		L.K.2.C	I can write a letter that matches a consonant and short vowel sounds.	B
	✓	✓	✓	L.K.2.D	I can use what I know about letters and sounds to spell easy words.	B
<b>Vocabulary Acquisition</b>						
	✓			L.K.4	I can figure out what words mean by thinking about what I have read.	B
	✓			L.K.4.A	I can explain that some words have more than 1 meaning - a duck (noun); to duck (verb).	E
	✓				I can explain that some words have more than 1 meaning - a "zapato" (shoe); to "zapatero" (shoe maker).	S
		✓	✓	L.K.4.B	I can use word endings (-ed, -es) and affixes (re-, un-, -ful, -less) to understand word meanings.	E
		✓	✓		I can use word endings (-ita -ito, -ota -ote, -es) and affixes (re-, bi-) to understand word meanings.	S
	✓			L.K.5	I can figure out how words are related and how their meanings might be alike (with guidance & support)	B
	✓		✓	L.K.5.A	I can sort common words or objects into categories.	B

		✓		L.K.5.B	<i>I can identify antonyms of verbs and adjectives.</i>	B
			✓	L.K.5.C	<i>I can identify connections between words and how I use them (identify colorful animals).</i>	B
✓				L.K.5.D	<i>I can tell the difference between verbs that are almost alike by acting them out.</i>	B
✓	✓	✓	✓	L.K.6	<b>I can use words and phrases that I learn through conversation and reading.</b>	<b>B</b>
				<b>Spanish Accentuation</b>		
✓	✓		✓	L.K.3.F	<b>I can identify letters that represent the vowels (Aa,Ee, li,Oo,Uu, including the use of (y) similar to the (i) sound in Spanish.</b>	<b>S</b>
	✓	✓	✓	L.K.3.G	<b>I can recognize the written accent to distinguish the pronunciation between words that are written the same (papa-papá, paso-pasó).</b>	<b>S</b>
	✓	✓	✓	L.K.3.H	<b>I can recognize the written accent mark over a vowel means that that syllable is emphasized when you pronounce that word.</b>	<b>S</b>
	✓	✓	✓	L.K.2.E	<b>I can recognize the written accent in common words (e.g., mamá, papá, José).</b>	<b>S</b>

**Language** [continues above]





## Key Idea **ELD** *English Language Development for ESL students only*

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc...) are learning valuable skills that support English proficiency. Students not only listen as you read and speak, but they respond by asking and answering questions.

				<b>English Language Development for ESL students only</b>	
Nov	Jan	Apr	Jun	<b>Linguistic Structures</b> - Uses accurate word meaning in correct sentence form at proficiency level.	
✓	✓			ELP.9	<i>I can create clear and coherent grade-appropriate speech &amp; text.</i>
✓	✓			ELP.10	<i>I can make accurate use of standard English to communicate in grade-appropriate speech and writing.</i>
				<b>Receptive Modalities</b> - Listens, reads and/or views and then demonstrates the meaning at proficiency level.	
✓	✓			ELP.1	<i>I can make meaning from oral presentations, read-alouds of stories and informational text with prompting and support.</i>
✓	✓			ELP.8	<i>I can figure out with prompting and support the meaning of words and phrases in oral presentations, stories and informational text.</i>
				<b>Productive Modalities</b> - Completes an oral or written task to show understanding of what was heard at proficiency level.	
		✓	✓	ELP.3	<i>I can speak and write or draw about grade-appropriate read-alouds of stories and informational texts and topics.</i>
		✓	✓	ELP.4	<i>I can make grade-appropriate oral or written/picture claims and support them with reasoning and evidence.</i>
				<b>Interactive Modalities</b> - Speak and listen, read and write, to collaborate and share information at proficiency level.	
		✓	✓	ELP.2	<i>I can participate in oral exchanges of information, ideas responding to peers or reader comments or questions.</i>
		✓	✓	ELP.5	<i>I can recall information from experience or use information from provided sources to answer questions, with prompting and support.</i>



## Key Idea Math:

Young children arrive in kindergarten with different understandings about math. By the end of the year, your child must have some important foundations in place. One of the most important skills your child should develop is the ability to add and subtract small numbers and use addition and subtraction to solve word problems. This will continue to be a very strong focus through 2<sup>nd</sup> grade.

Nov	Jan	Apr	Jun	<b>Counting and Cardinality</b>	
				<b>K.CC.A.1 - A.3</b>	<b>I can count in order and know number names.</b>
✓				K.CC.A.1	<i>I can count to 100 by ones and tens.</i>
	✓		✓	K.CC.A.2	<i>I can count forward from any number, instead of always starting at 1.</i>
✓	✓	✓	✓	K.CC.A.3	<i>I can write numbers 0 to 20. I can write a number to show how many in a group.</i>
				<b>K.CC.B.4 - B.5</b>	<b>I can count to tell the number of objects.</b>
✓				K.CC.B.4	<i>I can understand how number names go with counting things in the right order.</i>
✓				K.CC.B.4.A	<i>I can count and name how many objects are in a group in the correct number order.</i>
✓				K.CC.B.4.B	<i>I can tell that the last number said tells how many objects are in a group no matter how they are arranged.</i>
	✓			K.CC.B.4.C	<i>I can understand that that the next number I say when I count means that there is one more.</i>
✓	✓			K.CC.B.5	<i>I can count to answer "how many?" questions up to 20 things.</i>
✓				K.CC.C.5a	<i>I can count up to 20 to tell how many things are in a line, a box or a circle.</i>
✓	✓			K.CC.C.5b	<i>I can count up to 10 to tell how many things are in a group.</i>
✓	✓			K.CC.C.5c	<i>I can count out a group of things when someone gives me any number from 1 to 20.</i>
				<b>K.CC.C.6 - C.7</b>	<b>I can compare numbers.</b>
	✓			K.CC.C.6	<i>I can say if one group has more, less or the same number of things than another group.</i>
			✓	K.CC.C.7	<i>I can compare two written numbers between 1 and 10.</i>

**Math...** [Continuing in the next page]

Nov	Jan	Apr	Jun	<b>Operations and Algebraic Thinking</b>	
				<b>K.OA.A.1 - A.5</b>	<b>I can understand addition as putting together and adding to and subtraction as taking apart and taking from.</b>
	✓	✓		<i>K.OA.A.1</i>	<i>I can use objects, fingers and pictures to help me show addition and subtraction.</i>
			✓	<i>K.OA.A.2</i>	<i>I can use objects or drawings to solve “putting together” and “taking apart” problems within 10.</i>
		✓	✓	<i>K.OA.A.3</i>	<i>I can make pairs of numbers from any number up to 10.</i>
	✓			<i>K.OA.A.4</i>	<i>I can figure out how many to add to any number 1 to 9 to make 10.</i>
			✓	<i>K.OA.A.5</i>	<i>I can quickly add or subtract up to 5 without counting.</i>
				<b>Numbers and Operations in Base Ten</b>	
			✓	<b>K.NBT.A.1</b>	<b>I can show how the numbers from 11 to 19 are made up of one group of ten plus some more.</b>
				<b>Measurement and Data</b>	
				<b>K.MD.A.1 - A.2</b>	<b>I can tell about and compare things that can be measured.</b>
			✓	<i>K.MD.A.1</i>	<i>I can say what I could measure on an object, such as weight or height.</i>
		✓		<i>K.MD.A.2</i>	<i>I can say which object is longer or shorter, and heavier or lighter when measured with the same tool.</i>
			✓	<b>K.MD.A.3</b>	<b>I can sort objects into groups and then sort them by how many in each group.</b>
				<b>Geometry</b>	
				<b>K.G.A.1 - A.3</b>	<b>I can tell and name about shapes.</b>
✓				<i>K.G.A.1a</i>	<i>I can name shapes in the environment and the relative positions of these objects.</i>
✓				<i>K.G.A.1b</i>	<i>I can name the shape of flat objects like squares, circles, triangles, rectangles.</i>
✓				<i>K.G.A.1c</i>	<i>I can name solid objects like cubes, cones, cylinders (or tubes) and spheres (or balls).</i>
✓				<i>K.G.A.1c</i>	<i>I can say if one object is above, below, next to, in front of or behind another.</i>
✓		✓		<i>K.G.A.2</i>	<i>I can correctly name shapes no matter how big they are or which way they are turned.</i>
		✓		<i>K.G.A.3</i>	<i>I can tell if a shape is two-dimensional (flat) or three-dimensional (solid).</i>
				<b>K.G.B.4 - B.6</b>	<b>I can think about, compare and make different shapes.</b>
		✓		<i>K.G.B.4</i>	<i>I can tell about and compare two-dimensional and three-dimensional shapes.</i>
	✓			<i>K.G.B.5</i>	<i>I can make shapes by drawing them or using things like sticks and clay.</i>
	✓			<i>K.G.B.6</i>	<i>I can put together shapes to make larger shapes.</i>



## Key Idea Science:

Science is a hands-on and investigative activity/task in kindergarten. Students learn about science when they read Informational text. Explore with your child at home to increase their knowledge about their world (plants, animals, dinosaurs and the planet). Enjoying reading “real life” books and watching the discovery channel together.

### I Can...

- I can plan and conduct an investigation to see the effects of pulls and pushes on the motion of an object.
- I can use data to determine if a design solution is able to change the speed or direction of an object.
- I can make observations to determine the effect of sunlight on Earth’s surface.
- I can use tools and materials to build a structure that will reduce the warming effect of sunlight on Earth’s surface.
- I can use observations to describe patterns of what plants and animals (including humans) need to survive.
- I can use and share observations of local weather conditions to describe patterns over time.
- I can explain how plants and animals (including humans) can change the environment to meet their needs.
- I can use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- I can ask questions to and use a weather forecast to prepare for, and respond to, severe weather.
- I can share solutions that will reduce the impact of humans on the local environment.
- I can investigate how simple problems can be solved with a new object or tool.
- I can draw or sketch to show how an object's shape is part of what makes it work as a tool.
- I can compare two objects for strengths and weaknesses designed to fix the same problem.



## Key Idea Social Studies:

Kindergartners naturally love to explore their community. Take your child to museums, parks, the library and the zoo! Everywhere you go becomes a learning experience for your student. Wherever you go have discussions about how different people live, play and celebrate.

### I Can...

- I can compare children and families of today to those of the past.
- I can identify celebrations and holidays as a way of honoring people, events, and heritage.
- I can distinguish between past and present.
- I can compare and contrast my own environment with the past.
- I can use a sense of time for planning.
- I can create and explain a simple timeline of events.
- I can identify and compare and contrast pictures, maps and globes.
- I can describe the roles of myself and my family members.
- I can locate and describe places in my community.
- I can explain how people can care for the environment.
- I can use terms related to location, direction, and distance.
- I can explain why rules are needed to reduce conflict and promote fairness.
- I can use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
- I can distinguish between democratic methods and decisions made by authority.
- I can identify forms of money and explain how money is used.
- I can give examples of different jobs performed in neighborhoods.
- I can identify examples of ownership and the need for sharing.
- I can explain how jobs provide income.
- I can distinguish between wants and needs.
- I can compare and contrast past and present events or practices.



## Key Idea Health:

Staying safe is a big part of health education for kindergarten. Discuss healthy choices for foods and exercise. Students learn about playing safely and staying safe in many situations.

### I Can...

- I can explain how to keep myself from getting sick.
- I can identify important healthy practices that keep me well.
- I recognize the importance of eating healthy.
- I can give examples of the benefits of physical activity.
- I can identify and demonstrate the need for safety equipment.
- I can identify danger signs and symbols on products.
- I can identify ways to prevent fires and staying safe in case of fire.
- I can identify safe behaviors when walking to and from school.
- I can demonstrate water safety behavior
- I can explain the importance of safety at play and wearing safety equipment.
- I can dial 911 in case of emergency
- I can provide emergency information to a 911 operator.
- I can identify how to report unsafe situations to trusted adults.
- I can identify pro-social behavior within healthy relationships.
- I can identify different kinds of emotions.
- I can explain how problem solving prevents violence.
- I can explain how controlling my actions prevents violence.



## Key Idea Physical Education:

Kindergarten students experience, in a safe and fun environment, a Physical Education program. Students will explore various activities that will foster individual development of fundamental motor skills at their own pace. Enjoy outdoor activities with your child that encourage a variety of motor skills (jumping, running, swimming, biking, etc....).

### I Can...

- I can demonstrate mature forms of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control. (K-2)
- I can balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts. (K-2)
- I can demonstrate some critical elements in manipulative skills: throw, catch, kick and strike. (K-5)
- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)



## Key Idea Music:

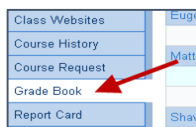
Students in kindergarten explore contrasts in music (loud/soft, fast/slow, and high/low). They explore different ways of using their voices (whisper, talking, singing, and shouting). At home, practice singing simple songs with your kindergartener and have them choose to sing it (loud/soft, fast/slow, and high/low).

### I Can...

- I can experience steady beat in duple and triple meters (Rhythm)
- I can explore and differentiate high and low sounds (Melody)
- I can sing alone and with others (Harmony/Texture)
- I can explore same and different (Form)
- I can experience different voices and classroom instruments (Tone Color)
- I can explore fast, slow, loud and soft (Expression)
- I can echo rhythm patterns (Create, Arrange, Improvise)
- I can tell about music I hear and perform (Evaluate)
- I can experience music from an event and other culture (History and Culture)

## VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



## INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>

The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.

:: Semester 1 :: **ALL**

Teacher	Date	Assignment
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Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Standards	Mark
Vocabulary Acquisition / Adquisición de vocabulario	
Performing and Responding / Desempeñando y respondiendo	
Geometry / Geometría	M
1-11 OFA	M
1-10 Path Area/Perimeter	M
Ratios and Proportional Relationships / Razones y relaciones proporcionales	M

Annotations: Cluster, Assignments, Overall Cluster Mark, Mark received for cluster on specific assignment