

PROCEDURE FOR HOMEWORK

Introduction

Homework is work that the teacher assigns to a student to complete outside the regular class session.

Assignments should always have real meaning to the student and be on the student's level of learning. The purpose should be clearly understood by both teacher and student. Assignments should be carefully planned, presented and evaluated. Homework with no feedback is unacceptable. If the homework is to affect the student's grade, the exact way it will affect the grade should be clear to students, parents and building-level administrators. Students should not be excessively penalized for unsigned or missed work. Many teachers have successfully added homework as an "extra credit" category or awarded a "get out of homework" pass so a student could choose to miss one assignment.

Research clearly indicates that appropriate amounts and high standards of homework have substantial positive effects on students' learning. It further suggests that homework provided a mechanism whereby parents, students and teachers can work cooperatively as partners in education.

Purposes of Homework

1. Reinforcement and extension of previous learning
2. Completion of familiar, unfinished work
3. Development of responsible independent study habits and time management skills
4. Utilization of out-of-school resources for learning, giving students opportunities to explore, create and broaden their interests
5. Involvement of parents with students' school experiences through related home activities which keep parents informed of the school program
6. Enrichment and development of student initiative through accommodation of student abilities and learning differences

NOTE: Homework should not be used as punishment for students.

Suggested Homework Amounts (K-12)

<u>Grades</u>	<u>Maximum Time</u>
K-3	0-30 minutes 3-4 days per week
4-8	40-80 minutes
9-12	120 minutes

These suggested amounts should be considered as an average total amount of time per day to be spent on homework by the student.

As a further extension of learning, students may be requested to develop a special project. Special projects should be coordinated among staff and be reasonable in time and costs to the student and family.

The time required to complete a special project should be considered in light of the times recommended above.

Evaluation of Homework

Since homework is to be assigned with consideration for total learning experiences, the following questions are to be addressed in evaluating homework assignments:

1. Does the work provide timely feedback in an appropriate manner?
2. Does the work allow for discussion to check for understanding?
3. Is the work adapted to individual needs, interests and capabilities?
4. Does it serve a valid purpose?
5. Is it correlated with the daily program?
6. Has there been thoughtful motivation of the class for the work?
7. Does the assignment extend the student's knowledge?
8. Does the assignment grow out of school experience?
9. Do pupils understand what they are to do?
10. Can the pupils understand what they are to do?
11. Does the assignment minimize the temptation merely to copy information?
12. Is the homework evaluated thoughtfully?

If the homework is to affect the student's grade, the exact way it will affect the grade should be clear to students, parents and building-level administration. Students should not be excessively penalized for unsigned or missed homework. While not all class work is evaluated, the level of accomplishment attained on appropriate homework should be reflected in classroom performance.