



621 HOMEWORK

I. PURPOSE

The purpose of this policy is to communicate to students and parents the rationale, potential value, and importance of age-appropriate use of homework.

II. GENERAL STATEMENT OF POLICY

- A. Homework should have an identified specific learning need. Homework is beneficial when it is intended to enhance prior knowledge; when the assignment is not at the appropriate level of rigor, there is potential to create an adverse effect on student motivation.
- B. The importance and effectiveness of homework varies between grade levels. As students enter middle and high school, the amount and regularity of homework may increase as needed.
- C. For elementary students, little or no daily homework other than reading may be appropriate. Consistent reading practice outside of school develops motivation and interest in reading, and children become literate through active experiences with literacy.
- D. Group projects are not homework and should be done during class.
- E. Homework should be practice for the student and not an introduction of new content and learning. However, when a homework assignment includes research, new learning is inherent in that process.
- F. If mastery can be demonstrated with fewer problems or prior to the assigning of homework, the student should have a modified homework assignment, or no homework at all.
- G. Students should be able to complete all homework assignments with limited assistance.
- H. Homework should be considered a “formative” assessment and only classified in the formative component of the total academic grade.
- I. Feedback on homework (not necessarily an assigned grade) is essential for student learning. All assignments should receive meaningful feedback from the teacher before any relevant quizzes or tests are given.
- J. The role of parents should be to provide a supporting environment for students to complete

their homework with limited assistance. If more than limited assistance is required or students struggle to complete homework in a timely manner, parents are encouraged to contact the teacher.

- K. The completion and/or success rate for homework should not be a deciding factor in the assigning of a passing or failing summative grade in the course or class.

III. DEFINITIONS

- A. Homework – homework includes learning tasks assigned to students that are meant to be completed outside of class hours most often at home. Students may also complete homework during non-classroom school time.
- B. Formative assessment – a learning task such as homework problems, practice tests, or review problems meant to help students practice their skills and gauge their level of mastery and understanding of a learning target. Examples of practice include homework, class work, assignments, study guides, class activities, quizzes, etc. Formative assessment is a venue for teachers to give feedback to students in regard to their learning and is generally weighted at 0%- 20% of the total academic grade.
- C. Summative assessment – a summative assessment is meant to evaluate the culmination of learning at the end of an instructional unit or course and is considered the measure of what a student knows or is able to do. Examples include tests, labs, projects, mid-term or final exams/projects, etc. Assessments are generally weighted at 80% -100% of the total academic grade.
- D. Personalized – An assignment created or modified to complement a student’s abilities and interests that focus on improving a skill set or knowledge base needed to demonstrate mastery of a specific learning target, benchmark, or standard.

IV. GENERAL GUIDELINES

- A. Prior to assigning homework, the teacher should take into account the age of the student, schedule, and how long each assignment may take the average learner.
- B. The purpose of homework should be identified and communicated to students and parents by the classroom teacher.
- C. When possible, students may be allowed choice in how they demonstrate their learning. For example, a written assignment may be altered to an oral or graphic product to demonstrate the student has mastered the learning objective.
- D. When possible, teachers should coordinate for big projects, intensive homework, or group projects so that multiple projects do not fall on the same date to avoid over burdening students from completing the projects well.

- E. The Superintendent or designees shall be responsible for implementation of the policy and development of corresponding procedures.

POLICY ADOPTED: August 15, 2019

POLICY REVISED:

DRAFT