

Elementary and Secondary
Instructional Arrangements
Homework

Homework is deemed essential to the learning process and a valuable tool to support students' efforts to master grade level and course content standards. Homework is defined as school-related assignments that will enhance or reinforce concepts taught in the classroom and which will require time and effort outside the regular classroom for successful completion.

Homework will be designed to serve valid educational purposes, which include:

- Preparation for upcoming instruction
- Practice or review of lessons taught
- Extension or application of concepts and skills taught in the classroom
- Develop study habits and promote independent learning

Assigned homework, class projects, or out-of-class activities shall not violate students' right to a free, public education.

Students should receive feedback on homework. Homework related to practice and preparation should not have a substantial effect on a cumulative grade. Summative homework assigned after students have been given ample opportunity to practice a skill, should be included in a cumulative grade.

Homework provides practice of skills and application of principles based upon class work. As a result, homework is given during the school year only. Homework is designed to be an extension of the classroom and given in classes that are currently in session. However, suggested readings and materials can be given to students prior to the start of a course in order to enhance the experience of those students who wish to take advantage of the suggestions. Homework can enrich school experiences, promote a permanent interest in learning, and stimulate individual initiative, personal responsibility, and self-direction.

Students enrolled in Advanced Placement and Honors courses may have work to be completed prior to the start of a course. This work is intended to prepare students to be successful within the course. Completion of the work is strongly recommended, yet non-completion will not prevent the student from participating in the course. Pre-course work may be assessed within the first week of class.

Teachers assigning pre-course work will clearly communicate expectations and be available to students during the timeframe in which students are expected to complete the work. This is to ensure that questions can be answered and feedback given to help students be successful in their tasks. Pre-course work should be manageable in length and be designed to be completed in ten hours or less.

Policy

Adopted: January 9, 1973
Reconfirmed: 11/82, 2/89, 1/96, 12/98
Revised: 12/79, 7/80, 12/85, 8/91, 6/2003, 6/2008, 5/2011

Board of Education
School District of Elmbrook
Brookfield, WI 53005

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Responsibilities**Teachers:**

- Assign homework that is meaningful and useful to individuals
- Give clear, concise directions allowing time for student questions
- Clearly explain the purpose of the assignment, the most effective way(s) to complete the assignment and what a completed assignment includes
- Create assignments that students can perform independently with a high degree of success
- Provide appropriate and timely responses or feedback to all homework assignments
- Provide a balance between long-range and short-term assignments
- Be conscious of the time assignments are likely to take students to complete
- If possible, avoid assigning homework during vacation periods and on legal and religious holidays
- Monitor long-term assignments in order to avoid last minute student efforts
- Help parents be aware of long-term assignments
- Ensure that students who are absent know how they may make-up homework
- Monitor student progress as reflected in performance on homework
- Any extra credit will be directly related to district standards and promote student understanding of the curriculum
- Include practice and preparation (formative) homework as no more than 10% of a cumulative grade

Students:

- Understand the directions and scope of the homework
- Ask questions when necessary to clarify the assignment
- Complete timely, neat, accurate, and meaningful products
- Plan time for completion of long-term assignments
- Determine and complete homework assigned during absence

Parents:

- Provide a suitable place for study
- Help students develop routine home study habits
- Be aware of long-term assignments and assist students in learning to budget time accordingly
- Contact the teacher, or have student contact teacher, if homework concerns arise
- Realize that student absence can interfere with completion of assignments. Encourage students to contact teacher to gather missed assignments or make-up work

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Time Devoted to Homework

Due to differences in age levels and modes of instruction between the elementary and secondary schools, homework expectations will necessarily differ. Because the time required of individuals to complete assignments varies, homework activities need to be planned to meet individual learning profiles. Though it is impossible to predict the time necessary for all students to complete assignments because of different learning rates and age levels, the following is suggested:

Elementary Homework

Grades K to 2:

- One to three nights per week
- An average of 15 minutes per night.

Grades 3 and 4:

- One to three nights per week
- An average of 30 minutes per night.

Grade 5:

- Two to four nights per week
- An average of 45 minutes per night

Secondary Homework

- Homework is assigned on a regular basis with the amount dependent of **on** the level and type of course.
- Homework should be reasonable **in length and scope**. ~~to accomplish and~~ **It should not be** repetitive to the point that it has a negative impact on students' desire to learn.

Excused absences

Students may be given work that is appropriate for self-study. However, such work cannot be expected to duplicate or replace the learning experiences provided in the classroom that will be missed as a result of the absence.

Communication

Each school should disseminate the District Homework Policy to teachers, parents and students on a yearly basis.

Research References:

Cooper, Harris, (2001). *The battle over homework; common ground for administrator, teachers, and parents.* Thousand Oaks, CA: Corwin Press.

Guskey, T. & Bailey, J. (2001). *Developing grading and reporting systems for student learning.* Thousand Oaks, CA: Corwin Press.

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. (2001). *Classroom instruction that works: Research-based strategies for increasing student.* Alexandria, VA: ASCD.

O'Connor, K. (2002). *How to grade for learning.* Thousand Oaks, CA: Corwin Press.

Practice Statement

Date Approved: August 28, 1991

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