

Instruction

Homework

A. Purposes

1. In planning homework emphasis should be placed on the value of the assignment. Homework may be assigned in order to:
 - a. Practice and apply the skills being taught in the classroom;
 - b. Develop and maintain productive study habits;
 - c. Extend classroom learning;
 - d. Develop responsibility and self-direction;
 - e. Review classroom work;
 - f. Make-up incomplete assignments or work that has been missed;
 - g. Prepare for classroom instruction.

B. Basic Principles

1. To be effective in meeting these purposes, homework must be carefully planned and evaluated in accordance with the following principles:
 - a. The purpose of the assignment and its relation to what has been learned in the classroom must be clearly defined by the teacher and understood by the students;
 - b. The teacher should plan with students not only what to do, but how to do it;
 - c. The assignment should grow out of classroom activities and projects and should be meaningful, interesting, and varied;
 - d. The teacher should consider the student's total daily homework load when deciding upon the length of any assignment;
 - e. Students should be taught how to study. It is the teacher's responsibility to build upon techniques of study previously acquired;
 - f. To be effective as a learning aid, the homework assignment should be collected and evaluated by the teacher, and feedback should be provided.
 - g. As a general practice, homework should not be assigned during extended vacations, such as summer vacation, off-track time for year-round schools, and winter and spring breaks.

C. Suggested Types of Homework

1. Review - practice and/or reinforcement of previously taught skills and knowledge. Examples include, but are not limited to, the following:

Instruction

Homework

- a. Practicing the skills that lead to mastery of content standards;
 - b. Solving problems similar to those studied in class;
 - c. Preparing for tests;
 - d. Rereading material studied in class. This may include reading aloud to others.
2. Application and Extension - use previous learning in new contexts and in developing deeper understanding. Examples include, but are not limited to, the following:
- a. Preparing a report, such as current events or book report;
 - b. Summarizing an event, a story, or a procedure;
 - c. Collecting and/or classifying materials;
 - d. Constructing a model;
 - e. Conducting an experiment.
 - f. Preparing a research project, using instructional materials and other resources;
 - g. Gathering additional material about a topic introduced in class.

Assignments that emphasize application and extension will be encouraged.

D. Suggested Time Range by Grade Level

It is recognized that individual student differences will affect the amount of time spent on homework. In addition to assigned homework, students are expected to do reading outside of the school day.

1. Elementary

Suggested Times:

- Transitional Kindergarten no required homework minutes
- Kindergarten Up to 10 minutes daily
- Grades 1-3 10 to 40 minutes daily
- Grades 4-6 30 to 60 minutes daily

Instruction

Homework

2. Secondary
 - A. Middle School
 - Grades 7-8 Combined total of 120 minutes daily for all classes
 - B. High School
 - Students in high school will generally spend more time on homework than in earlier grades. The time will vary with individual course of study.
- E. Responsibility of Stakeholders
 1. School - Each school shall develop and regularly review a site homework policy that includes guidelines for the assignment of homework and describes the responsibilities of students, staff, and parents/guardians. The school will inform parents/guardians of the homework policy. The policy shall include, but not be limited to, the following:
 - a. Homework expectations;
 - b. The suggested range of time that students shall be expected to spend on homework;
 - c. The expected role of the parents/guardians in supporting and supervising students;
 - d. The policy regarding make-up work.
 2. Student - The student shall be expected to:
 - a. Consistently complete the assigned homework and turn it in as directed;
 - b. Clarify assignments and directions before leaving school for the day;
 - c. Ask for assistance if needed;
 - d. Take home all books, supplies, and materials necessary for the homework assignment.
 3. Teacher - When planning homework assignments, teachers shall keep the following principles in mind:

Instruction

Homework

- a. The student should clearly understand the assignment and how to do it;
 - b. The assignment should be related to planned classroom activities;
 - c. The student should be able to accomplish the homework within a reasonable period of time;
 - d. Assignments should be checked and students should receive feedback.
4. Parents/Guardians - Parents/guardians can help the child make the best use of time that is spent on homework by following these suggestions:
- a. Take an active interest in what the child is learning;
 - b. Provide an appropriate place and time to do homework;
 - c. Provide personal supervision and encouragement to support the student's ability to do the work independently;
 - d. Confer with the teacher if the child needs special help or is consistently spending excessive time on homework.

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