

CVUSD Board Policy

BP 6154

Instruction

Homework/Makeup Work

Definition

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom.

Philosophy

The Board of Education acknowledges the importance of current research* in developing and implementing homework policies and guidelines that will maximize the effectiveness of homework as a strategy for improving student success.

The overall effectiveness of homework in achieving improved student success is dependent on many variables including the purpose, type, and quantity of homework assigned, the grade level of the student, as well as the role played by teachers, students, and parents in the design, completion, evaluation, and grading of homework.

Purpose

Research has clearly shown that homework has different purposes at different grade levels. Homework for younger students should be designed to develop positive attitudes and work habits while homework for older students should develop or expand content knowledge. Student performance is enhanced by five types of homework:

- A. Study skills and habits: Homework assignments designed to improve skills such as concentration, discipline, note taking, reading for understanding, and reading for pleasure.
- B. Practice/Review: Homework assignments designed to reinforce material presented in class and/or develop mastery of skills.
- C. Preparation: Homework assignments designed to introduce material that will be helpful in understanding future instruction.
- D. Skill integration: Homework assignments designed to utilize separately learned skills and concepts and apply them in the completion of a single product such as a book report, science project, or writing assignment.
- E. Extension: Homework assignments designed to transfer previously learned skills and concepts to other situations such as making real world and cross-curricular connections.

Guidelines for Quantity and Type of Homework

The research is clear that the effectiveness of homework in improving student performance increases with the age of the child. The research also strongly suggests that the quantity and type of homework assigned must be grade level appropriate. Based on this research, homework should be assigned within the following guidelines.

Grade	Cumulative Minutes/ School Day	Type(s)
Kdg	0 – 10	Study skills/Habits
1-2	10 – 20	Study skills/Habits Practice/Review
3-5	30 – 50	Study skills/Habits Practice/Review Preparation Skill integration
6-8	60 –90	Practice/Review Preparation Skill integration Extension
9-12	90 – 120	Practice/Review Preparation Skill integration Extension

It is widely recognized that activities such as independent and recreational reading, practicing musical instruments and practice for extracurricular activities are also essential for improving student performance. These types of activities are generally expected to be completed in addition to study skill and content homework.

Responsibilities

A. Teacher

There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is not practical or necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore, teachers must:

1. Design the homework for one of the appropriate purposes noted above;
2. Assign the homework which is independent practice on skills already taught by the teacher and can be accomplished by the student with no direct support from others.
3. Clearly communicate to the students the purpose, directions, and expectations for all homework assignments;
4. Clearly establish and communicate to parents the general purpose and expectations for homework, and encourage feedback regarding quantity and difficulty of homework;
5. Provide timely and appropriate feedback to students and parents using strategies that will:
 - a. acknowledge receipt of the homework;
 - b. monitor for completion and accuracy;
 - c. give timely feedback on key assignments;
 - d. give significant feedback on assignments based on extension, or skill integration.

The Board strongly encourages:

1. Teachers to utilize emerging technologies to improve parent/teacher communication.
2. Teachers to avoid assigning homework over long weekends, holidays, and summer break (with the exception of AP/IB coursework).

B. Student

There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to develop the discipline and study skills necessary to complete homework on a regular basis. Students must:

1. Have a system for recording homework assignments on a daily basis;
2. Have a clear understanding of the homework assignment before leaving school;
3. Have the books and materials necessary to complete the assigned homework;

4. Allocate an appropriate amount of time daily for the completion of homework;
5. Turn in homework assignments when requested.

C. Parent

Research strongly suggests that parents have an important role to play in providing an opportunity for students to complete homework. However, the research is also clear that parents should not assume responsibility for the actual completion of the student's homework. Therefore, to the extent possible, it is recommended that parents are responsible for providing the following:

1. Time for students to complete homework;
2. A place for students to complete homework;
3. The basic materials needed;
4. The expectation for homework to be completed;
5. The supervision necessary to ensure successful completion of homework;
6. Information to the teacher about homework questions or concerns, and feedback regarding the quantity and difficulty of homework.

Use of Homework for Grading

At the Federal, State, and District level there is an expectation that student performance is to be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering approved State and District curriculum standards. Whereas homework is an instructional strategy for improving student success, it may only be used to formally evaluate student performance when it is directly related to the student's mastery of academic curriculum standards.

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When Students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 6020 – Parent Involvement)

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

***Key Research References used to develop this policy:**

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Bembenutty, H. (2011) The Last Word. An Interview with Harris Cooper – Research, Policies, Tips, and Current Perspectives on Homework. *Journal of Advanced Academics*, (22)2, 340-349

Cooper, H.; Robinson, J.; Patall, E. (2008) Parent Involvement in Homework: A Research Synthesis. *Review of Educational Research*, 78(4), 1039-1101

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Kohn, Alfie (2006) Abusing Research: The Study of Homework and Other Examples. *Phi Delta Kappan*, 88(1), 8-22

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