

Memorandum

To: All Faculty and Staff

From: Dr. Matthew W. Ross, Superintendent

Date: August 1, 2018

Subject: Policy and Procedure Bulletin_Required Graded Homework Assignments

The intent of this memorandum is to provide guidance with regard to the requirement that students are assigned purposeful homework, at a minimum, in English Language Arts and Mathematics Monday through Thursday.

Research suggests that homework, when used appropriately, 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, by allowing them to access and analyze content to deepen knowledge or practice a skill, strategy, or process. As such, we must ensure all students and parents view homework as a routine and important part of students' daily lives.

For clarification, purposeful homework is not the completion of a task that was intended to be completed in class, but rather an extension of the lesson to further student learning; which means, students must have demonstrated the ability to perform such tasks (or at least lower level tasks) during class time to ensure that they have the ability to complete the task outside of class time. However, a Scale Score 4 task may be assigned as a means of deepening a student's understanding, but only after the student has demonstrated proficiency at the Scale Score 3.

Each homework assignment must provide some means of measuring mastery of the content, skills, or competencies. A non-example of this, would be assigning "silent reading" as homework for English Language Arts. Although we want students to read at home, there is no way to determine the level of compliance or even the level of mastery of a content, skills, or competency (at least not until they finally take an Accelerated Reader assessment), which may be too late to intervene. This is not to mean that a student cannot be given a reading passage for which the tasks requires notes to be taken, which would be reviewed the next day. Also, consider using homework opportunities as a form of intervention. For example, students who struggle with spelling, math fluency, or the fine motor skills in writing could be given homework to improve on those skills. This could also apply to students receiving resource support or English learners, as a way of practicing those skills which have been identified as a deficit or discrepancy. To assist you in identifying possible homework assignments, each textbook identifies specific homework associated with the lesson of the day. Although, this is not to suggest that the textbook must be the basis for the planning of all homework, but it is a good place to start.

To ensure consistency with regard to graded homework assignments, all teachers within the grade level shall assign the same graded homework assignments; name those graded homework assignment using the same naming conventions; assess those graded homework assignments using the same criteria; and assign to each homework assignment the same point value. Non-graded homework assignments are at the discretion of the classroom teacher and should reflect the needs of individual students. In addition to these graded homework assignments being posted on *SchoolWise* Gradebook, each graded homework assignment shall also be posted on the Grade Level Assignment Logs located in Google Drive. Each student must also log each graded homework assignment using the Assignment Log in their Student Organizational Binder.

Below are some suggestions for designing homework so that it is engaging, relevant, and supports learning.

Homework Preview	The teacher asks students to read a passage or view media that introduces a concept or idea they will study in class. This could even be Scale Score 2 activities designed to support the next day's lesson. For example, you could assign students to use a three column note to define words (that could easily be found in the instructional materials) so that time the next day could be used to use the words in a sentence (Column 1 - Word, Column 2 - Definition, and Column 3- Sentence). Columns 1 and 2 could be homework and Column 3 could be classwork.
Homework to Deepen Knowledge	The teachers asks students to complete an assignment that helps them compare, contrast, or classify specific aspects of the content.
Homework to Practice a Process or Skills	The teacher asks students who have demonstrated the ability to independently perform a process or skill in class to practice that process or skill independently to increase their fluency, speed, and accuracy with the process or skills.
Parent Assessed Homework	The teacher provides specific directions to parents regarding homework. To assist students with homework, parents or family members ask reflective questions or listen to students give an oral summary of material they need. To help students develop fluency with skills or procedures, parents might also time them in executing a specific skill or process.

If you have any questions or a need any assistance regarding this memorandum, please do not hesitate to contact us.