

**PURPOSE AND OBJECTIVES OF HOMEWORK**

**Homework for All Grades**

The Board believes homework should:

- Place a strong emphasis on reading.
- Apply writing skills.
- Practice previously taught mathematics skills.
- Consider individual student needs, learning styles, and abilities in order for students to complete their homework.
- Relate to the grade level standards and learning objectives as a direct extension of classroom instruction.
- Include clear instructions and performance expectations so students can complete homework independently.
- Be assigned in reasonable amounts.
- Set high expectations regarding the quality of work.

Length of homework assignments will vary according to purpose and level. Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion.

Assigning homework over holidays or weekends is discouraged. Parents should expect many tests and assignments before an extended break.

Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials.

Students should not be penalized for wrong answers on homework assigned specifically for practice of basic skills. These assignments may be assessed for completion and effort.

**PURPOSE AND OBJECTIVES OF HOMEWORK** (continued)

**Homework for Elementary Grades**

1. In the primary grades (K-3), homework should consist primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.
2. At the upper grades (4-5), homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. At this level, homework should be designed to build independent study habits.
3. Long-term assignments at the upper grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.
4. Homework at the elementary grades should not be assigned over the weekends, breaks, or holidays.

**Homework for Middle School Grades**

1. At the middle school grades, homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. At this level, homework should continue to build independent study habits.
2. Long-term assignments at the middle grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.
3. Homework may be assigned on a regular basis. Total homework assignments should generally not exceed two hours nightly. Teachers should make efforts to be aware of other teachers' homework, assignments, and testing schedules.
4. Homework at the middle school should generally not be assigned on the weekends, breaks, or holidays.

**Homework for High School Grades**

1. Homework assignments should emphasize reading and writing across all subject areas, practice of key skills, independent research, and problem-solving activities.
2. Long-term assignments should include clear checkpoints to monitor progress towards completion.

**PURPOSE AND OBJECTIVES OF HOMEWORK** (continued)

3. Advanced Placement courses are college level classes and may require more extensive homework. Homework should be assigned on a regular basis. Teachers should make efforts to be aware of other teachers' homework, assignments, and testing schedules.
4. During their time in high school, it is expected that students will become progressively independent and self-directed in preparation for post-secondary work and/or study.

**Guidelines for Teachers**

In assigning homework, teachers should:

1. Align to academic standards or course content and expectations.
2. Clearly explain objectives, timelines, assessment rubrics (as needed), and required materials associated with the assignment. Teachers should encourage students to monitor their own assignments.
3. Consider time requirements and feasibility of assignments using and student feedback.
4. Clearly communicate to parents and students their expectations regarding the amount and quality of homework required by the student and the level of parental involvement to complete assignments. Teachers should also communicate to parents through technology and other mechanisms to assist parents in monitoring their student's homework.
5. Inform parents and students of opportunities for student assistance.
6. Allow students full make-up privileges without penalty for any work missed during observance of major religious holidays.
7. Provide students with timely feedback.