

Figure 1.18
Homework Quality Diagnostic Tool

High-Quality Homework Indicators	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
The primary purpose of homework is independent practice.	Homework is primarily assigned to give a student a grade. Homework counts more than 10 percent of a student's total grade.	1	2	3	4	Homework is understood as primarily for independent practice and a formative assessment learning loop for students. Homework counts no more than 10 percent of a student's grade.
Homework assignments are the same for every teacher on the course team.	Each teacher on the team creates his or her own homework assignments and does not share with others.	1	2	3	4	Common homework assignments are developed collaboratively by the team and are the same for all students in the grade level or course.
All homework assignments for the unit are given to the students before the unit begins.	Students find out homework assignments each day or each week as the unit progresses.	1	2	3	4	Students are provided all unit homework assignments—electronically or with a handout—as the unit begins.
Homework assignments for the unit are appropriately balanced for cognitive demand.	Homework practice problems are not balanced for rigor. Emphasis is on lower-cognitive-demand tasks.	1	2	3	4	Homework practice is appropriately balanced with higher- and lower-cognitive-demand tasks.
All practice problem answers are given to the students in advance of the homework assignments.	Students must wait until the next day to receive answers or solutions to homework practice problems.	1	2	3	4	Students are able to check their solutions during independent practice and are expected to rework the problems if not correct the first time.
Homework assignments for each unit exhibit spaced and massed practice.	The homework assignments represent superficial thought as to the problems chosen and consist of massed practice.	1	2	3	4	The homework assignments represent carefully chosen problems or tasks. Spaced practice from several lessons of the unit or previous units is included in addition to massed practice.
Daily homework is aligned to the essential learning standards of the unit.	Students are not able to make connections between the daily homework practice problems and the learning standards of the unit.	1	2	3	4	Students connect the homework practice as essential to helping them demonstrate knowledge of the essential learning standards of the unit.
Limited time is spent going over homework in class.	Students and the teacher spend fifteen to twenty-five minutes (or more) in class going over the homework answers and solutions. The teacher does most of the work as the students watch.	1	2	3	4	At most, five to seven minutes of class time are used discussing the homework. It is primarily a peer-to-peer class activity facilitated by the teacher.