

Figure 6.1: Key Points, Questions, and Considerations

Chapter 1	Desired State
Types of Work and Their Purposes	<ul style="list-style-type: none"> When homework or any student work is assigned, identify the purpose of the work. The purpose should be clear to the teacher and the student. When work is used diagnostically to establish background or to give the opportunity for practice, it is formative in nature. Although feedback is provided for this type of work, the result is not used as part of a report card grade. The work is summative if it is assigned after ample practice and is intended to provide students with the opportunity to show what they know. Whether done in school, at home, or in another location, this work is typically graded and can influence a report card grade. <p>Additional Thoughts:</p>
Chapter 2	Desired State
Four Components to Ensure Quality Homework	<ul style="list-style-type: none"> All assignments ultimately lead to increased student success. The purpose of the assignment is clear to the teacher and the students. Students are aware of the relevance of the work. They understand how it relates to the real world and why it is important to their future success. Prior to giving the assignment, the teacher has a great degree of confidence that students are at a point where they are likely to be successful on the work. Students have the tools necessary to complete the work (for example, a computer and Internet access). The amount of work given is balanced with the purpose of the work. Students are able to demonstrate their understanding appropriately without an overwhelming amount of quantity. <p>Additional Thoughts:</p>
Chapter 3	Desired State
Quality Homework: The Result of Quality Design	<ul style="list-style-type: none"> The student has the background necessary to experience success on the assignment. The amount of work assigned is enough to know whether or not the student understands. There is a direct connection between the work assigned and the lesson taught. Completion of the assignment shows that the student understands and can apply knowledge and skills. Students are given choices in the work assigned to them. <p>Additional Thoughts:</p>

Chapter 4	Desired State
<p style="text-align: center;">Homework: To Give or Not to Give, That Is the Question!</p>	<ul style="list-style-type: none"> • Determine whether assigning homework will produce the desired outcome keeping in mind students' situations outside of school. Whether or not to give homework is typically a choice of the teacher but could be influenced by policy. • Determine students' needs. What is life like outside of school? Will students have the opportunity to devote the time and effort needed to the assignments? • Students need to have the capacity to successfully complete the assignment, and the teacher needs to have the time to provide timely feedback for each assignment. • If homework is not assigned, will there be a negative impact on the amount of concepts to be learned throughout the year? • The work assigned should positively impact the knowledge and skill level of the students. • The work should have a direct connection to the standards addressed. <p>Additional Thoughts:</p>
Chapter 5	Desired State
<p style="text-align: center;">Grading and Homework: The Two Worlds Can Coexist</p>	<ul style="list-style-type: none"> • Grading student work is dependent on the purpose of the work. • Students should receive feedback on all assignments. • Handing work in late is a behavior and should be dealt with as a behavior. Behavior should not be reflected in an academic grade. • Students should understand the purpose and value of the work. • Feedback provides students with an accurate reflection of their performance compared to the target so they know the steps necessary to succeed at a higher level. • Clear, accurate records should be kept regardless of the formative or summative intent of the assignment. <p>Additional Thoughts:</p>