

Figure 6.2: Beneficial Practices When Assigning Work

Beneficial Practices	I do this.	Not yet. This is why.
1. We always provide students with the purpose for the work they are assigned.		
2. Students are helped to understand how the assignment they are completing relates to the real world and their future success.		
3. We understand the difference between diagnostic, introductory, formative, and summative work and use those understandings when determining whether or not to allow the work to influence a report card grade.		
4. With each assignment, we have a great deal of confidence that students are provided the background necessary to experience success.		
5. We are confident that students have the tools needed to complete the assignments given including availability of computers or Internet access when required.		

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6. We are confident that with each assignment the quantity is evaluated so that it is <i>just right</i> and exactly what is needed to determine whether or not a student understands.		
7. There is a direct connection between the lesson and the assignment.		
8. Students are informed of the connection between the lesson and the assignment.		
9. All assignments include a demonstration of understanding or application of skills or concepts to a new or unique situation.		
10. Students are often given choices within assignments.		
11. The world of the student outside of school is taken into consideration when assigning homework.		

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12. Work assigned builds skills in students that are needed and are not repetitions of that which has been mastered.		
13. Feedback is provided on all work assigned, remembering that a grade is not considered feedback.		
14. Feedback provides students with an understanding of how their performance compares with the expectation and next steps to fill any gap between the two.		
15. Late work is dealt with as a behavior and does not influence a grade.		
16. Clear, accurate records are kept on all work assigned.		