

A. Policy IKA, Grading and Reporting, as it Pertains to Homework*

1. Fair representation of a student's performance on a variety of measures over time
2. Opportunity for students to demonstrate mastery through a variety of methods
3. Meaningful feedback on student achievement to students and parents
4. Clear and timely communication to parents and students as to the grading criteria
5. Consistency within and among schools

B. Beliefs

1. Homework is an essential part of a rigorous instructional cycle that promotes student learning.
2. Homework is related to the curriculum, meaningful, and integrated into instruction.
3. Homework provides information about student learning that informs instruction.
4. Homework prepares students for instruction, previews or practice skills and concepts extend learning and provide students the opportunity to demonstrate skill and knowledge.
5. Effective homework varies in format.
6. Timely and meaningful feedback on homework improves student achievement.
7. Homework practices are fair, and assignments are manageable for students and teachers.
8. Teachers exercise professional judgment, within the parameters of required procedures, when assigning and evaluating homework.
9. Procedures for homework are supported, monitored, and supervised.

C. Procedures

Homework procedures will be applied consistently within and among schools. Local schools will ensure school-level processes, as approved by the school leadership team, for implementing the following procedures*:

1. Teachers will only assign homework that is related to the curriculum.
2. There are two categories of homework:
 - a. Homework for practice or preparation for instruction may account for a maximum of 10 percent.

- b. Homework evaluated for learning counts toward the remaining portion of the marking period grade.

1. Teachers determine and communicate the extent to which the two categories of homework count toward the marking period grade.
2. Timely and meaningful feedback on both types of homework will be provided; feedback may take a variety of forms, as determined by the teacher.
3. School staffs will communicate course-specific procedures in writing to students and parents at the beginning of a semester/school year, or when course-specific procedures change.

D. Examples

1. Homework for practice or preparation for instruction may include but is not limited to the following:
 - c. Practice of taught skills
 - d. Preparation for future work (introducing concept or skill)
 - e. Reading to prepare for classwork
 - f. Drafting or revising a composition
 - g. Preparation for a performance
 - h. Generating ideas for a class discussion or lab
2. Homework that may be evaluated for learning may include but is not limited to the following:
 - a. Continuation of an ongoing assignment applying taught skills and concepts
 - b. Demonstration of understanding or skill after instruction, practice, and feedback
 - c. Check for understanding after instruction, practice, and feedback
3. Different formats for homework may include but are not limited to the following:
 - a. Assigned problems to solve
 - b. Assigned questions to answer
 - c. Graphic organizer
 - d. Informal reflection, response, or reaction
 - e. Outline
 - f. Visual display
 - g. Performance task
 - h. Research
4. Tasks that are student responsibilities, not to be included in the marking period grade, may include

but are not limited to the following:

- a. Covering books
 - b. Securing parent signatures
 - c. Completing emergency card
 - d. Showing parents tests
 - e. Bringing in supplies
 - f. Paying lab fees
5. Methods for providing feedback to students may include but are not limited to the following:
- a. Teacher reviews selected items with whole class, small groups, or individuals
 - b. Teacher assigned students items to write on the board and/or explain to the class
 - c. Teacher reviews common errors with whole class, small groups, or individuals
 - d. Teacher analyzes and describes examples of quality products with whole class, small groups, or individuals
 - e. Teacher explains problem areas with whole class, small groups, or individuals
 - f. Teacher write comments on student' papers
 - g. Teacher provides answer keys
 - h. Students provide feedback to each other, using rubrics and exemplars provided by the teacher

of student learning, teacher adjustment of instruction, reteaching and relearning as needed, and final formal teacher assessment of student learning.

Note:

Homework for practice or preparation for instruction is assigned to build skills and understanding. This type of homework does not evaluate learning and therefore is not graded for accuracy (e.g., correctness) or quality (e.g., degree to which standards are met). It is not intended to penalize students who either fail to understand the material, make careless errors, or are confused by the assignment and do not know how to complete it. Rather, the intent of this homework is to help students learn and prepare them for subsequent tasks that are graded (e.g., tests, quizzes, homework for learning).

Therefore, when a student has turned in homework for practice or preparation for instruction by the deadline, and when it appears to the teacher that the student has made a good-faith attempt to perform the assignment, the student should receive full credit, regardless of the accuracy, quality, or even completeness of the homework submitted. Only if, in the teacher's professional judgment, the student has not attempted in good faith to perform the assignment, may the teacher give partial credit for the homework.

E. *Glossary*

1. Homework for practice or preparation for instruction—homework that is reviewed by the teacher to inform instructional decisions and for which the teacher provides feedback, but is not graded for accuracy or quality; usually given for practice or to prepare for instruction; assigned to build skills and understanding, not to evaluate learning.
2. Homework evaluated for learning—homework that is assigned to collect evidence of skill or understanding after instruction, practice, and feedback; homework that is evaluated for accuracy or quality.
3. Instructional cycle—recursive process of teaching and learning that begins with identifying learning goals and moves through the following steps: teacher assessment of student readiness, instruction, student practice, teacher feedback to students, ongoing formal and informal teacher and student assessment

Those students receiving services for limited English proficiency, special education, or 504 disabilities will be afforded all accommodations and modifications, as documented by the English Language Learner (ELL) plan, Individualized Education Program (IEP), or Section 504 plan.