

Policy 6:290 Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Formative Assessment is an active and intentional learning process that partners the teachers and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement (Moss & Brookhart, 2009). Formative assessment provides feedback about student learning and informs instructional next steps for the teacher and student.

Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is used as an aid to learning and mode for actionable, specific, and timely feedback and acknowledges the following:

1. Homework includes specific, actionable and timely feedback;
2. Homework is limited to the minimal amount needed for the teacher to provide feedback;
3. Homework is purposeful and connected to learning targets;
4. Homework is connected to the instructional needs of students;
5. Homework is checked and may be rated to track progress over time;
6. Homework is not averaged into or counted in the final academic grade.
7. Homework counts for evidence of practice, evidence of learning and preparedness for learning.
8. Teachers may record, reflect, and communicate homework completion to serve as a communication link between the teacher and the parent/guardian.
9. Homework is not used as a punitive device.

Winter and spring breaks are scheduled to provide respite from the rigors of the classroom for both students and teachers and to enable families to spend time together. Neither should homework be assigned over these breaks, nor should long-term assignments be due within a week (seven calendar days) after these breaks.

Moss, C.M., & Brookhart, S.M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. ASCD. Alexandria, VA.