

## Procedures for Homework

### 1. Guidelines for Homework

- a. The teacher should give practice and drill assignments as an extension of classroom learning.
- b. The teacher should be sure the purposes of the assignment are clearly understood by both teacher and student.
- c. The student should begin work on the assignment in class, under teacher supervision. The concept must be understood before homework is assigned.
- d. The teacher should assign work for which needed books and materials are available to all students.
- e. The teacher should give long term project assignments in enough time to be completed, so that students can budget their time between school and nonschool obligations.
- f. The teacher should tell students how their homework will be evaluated.
- g. The teacher should give a variety of homework assignments.
- h. The teacher shouldn't assign homework for disciplinary reasons.
- i. The teacher shouldn't assign homework that is either beyond a student's capability or so easy that it becomes busy work.

### 2. Kinds of Homework

Examples of acceptable homework include written assignments, listening activities, visiting and exploring local places of interest, solving problems, learning and using spelling and vocabulary words, recreational reading, preparation of collections and exhibits, homemaking and marketing experiences, appraisal of radio and television programs, creative art experiences, interviewing appropriate persons, science experimentation, creative writing, research, practice and drill, preparation for lessons in class and practicing the extension of a concept or skill learned in class to a new situation.

### 3. Amount of Homework

- a. The amount of homework will vary according to the intensity and difficulty of the subject matter. In addition, some students will require less time than others to complete the same assignment, or may complete an assignment during the regular school day.
- b. Homework assigned will depend on the discretion of each teacher based on both the knowledge of the student's individual ability level and the practice of good learning theory.