

3. Promote independent indepth study of the chosen topics.
4. Provide opportunities for broad enrichment activities.
5. Promote wise and orderly use of time.

HOW MUCH HOMEWORK SHOULD BE ASSIGNED?

PRIMARY LEVEL. Homework is usually voluntary at the primary level. Pupils may complete work at home which was begun in class. Special projects may be undertaken which require more time and materials than the school can provide. Additional reading for pleasure should be encouraged. Work missed due to absence may be a proper basis for homework at the primary level. In general, daily or regularly scheduled homework is not assigned.

INTERMEDIATE LEVEL. Homework in certain areas may be assigned on a regular basis, especially in reading and mathematics. The homework should be meaningful and consistent with course objectives. In general, homework at this level should not total more than one hour, on the average, per day. Little or no homework should be assigned over weekends except voluntary projects.

JUNIOR HIGH SCHOOL (7-8). Homework at this level should be regularly assigned, not necessarily daily. Emphasis should be on reading and mathematics. Whenever possible, study time at school should be provided for homework with guidance and assistance from teachers made available. As a guideline, the total daily homework assignments should not require more than two hours and rarely more than one hour for out-of-class preparation time. Weekend or holiday assignments should be largely on voluntary projects or make-up work. Teachers should plan cooperatively in making assignments, so that an equitable load results.

HIGH SCHOOL (9-12). Regular homework should be assigned and expected for most high school courses. Typically, the initial phase of homework will begin in the classroom and be completed out-of-class, either at school or at home. Length of assignments will vary according to purpose and level, but it is suggested that moderate assignments completed and well done are more effective than lengthy or difficult ones poorly done. Generally, homework on weekends or holidays should be limited to review, voluntary projects or make-up work.

WHAT ARE TEACHERS' RESPONSIBILITIES?

Teachers should be sure that:

1. The objectives of the lesson and resultant homework are fully understood.
2. The direction, extent and options in homework are clear.
3. Background and reference materials are available.
4. Students at various levels of achievement have a reasonable chance of completing assignments successfully.
5. An unfair burden of homework for a subject is not placed on the pupil.
6. Homework is collected promptly and a record made for each pupil.
7. Homework is checked and evaluated.
8. Homework is normally returned in a short period of time, but not to exceed two weeks, with an indication of the evaluation. Certain material may be retained for display purposes.
9. Parents are informed of their responsibilities.

WHAT ARE PARENTS' RESPONSIBILITIES?

Parents should:

Belmont School District, California. HOMEWORK SURVEYS. (ED 233 464.)

A series of surveys, each including the current district homework policy, for parents, teachers and students.

Brophy, J. and Good, T. "Teacher Behavior and Student Achievement." In Wittrock, Merlin C., (Ed.), HANDBOOK OF RESEARCH ON TEACHING (Third Edition). New York: Macmillan Publishing Company, 328-375, 1986.

In review of research linking teacher behavior to student performance, homework is cited as contributing to student achievement.

Carney, Juanita. IDEAS AND TIPS FOR STRENGTHENING HOME/SCHOOL RELATIONS San Diego Office of Education, 1984.

Offers suggestions for improving home/school relations, including actions concerning homework to be taken by principal, parents, teachers.

Coulter, Frank. SECONDARY SCHOOL HOMEWORK (Cooperative Research Study Report No. 7). Perth: University of Western Australia, Education Department of Western Australia, 1980. (ED 209 200)

Research results support homework as a way to extend learning time and increase student achievement.

Duckett, Jean C. HELPING CHILDREN DEVELOP GOOD STUDY HABITS: A PARENTS' GUIDE. 1983. (ED 240 061.)

Suggestions to help parents guide their children in the development of good study habits ranging from setting a study time for study through provision of support and guidance.

Foyle, Harvey C. "Homework: The Connection Between School and Home." NASSP BULLETIN, 70:487, 36-38, February 1986.

An outline of policy and classroom practice that can increase the effectiveness of homework as an instructional tool.

Goldstein, A. "Does Homework Help? A Review of Research." THE ELEMENTARY SCHOOL JOURNAL, 60, 212-224, 1960.

A review of 17 experimental homework studies: four indicate a positive relationship between homework and achievement, four indicate no relationship, nine have mixed results.

Harvard Graduate School of Education in association with Harvard University Press. "Homework." EDUCATION LETTER, 1:1, 1-3, February 1985.

A review of research and issues raised in the ongoing dialogue about homework as an instructional practice.

Irvine Unified School District. HOMEWORK ASSISTANCE NETWORK. Citation as outstanding