

## Homework

At CIS, our homework policy is based upon the research-based strategies compiled by Marzano, Pickering, and Pollock (2001). This research supports the importance of homework at all grade levels for all learners, especially at the middle and secondary levels. Recognizing this fact, we have designed the following homework objectives:

1. Students will have consistent levels of homework on a daily basis. Every day, students at CIS are asked to read independently. A reading book may be assigned from school. If a reading book is not assigned, students should be encouraged to read an appropriate selection of their own. In grades 1 - 3, students should read 20 – 30 minutes daily. In grades 4 – 6, this should increase to 30 – 45 minutes, and grades 7 and above 45+ minutes. In addition to reading, students can expect to spend an average of time each evening on assigned homework as defined here:
  - Grades 1 – 2            20 – 30 minutes
  - Grades 3 – 4            30 – 45 minutes
  - Grades 5 – 6            45 – 60 minutes
  - Grades 7 - 8            1 – 2 hours
  - Grades 9 – 12          2 – 2.5 hours

Generally, students will not have homework, except reading, on the weekends or over holidays. The exception to this is in grades 4 and higher where students may occasionally be working on a project.

If a student misses school due to an illness, trip, or other reason, it is up to the teacher to determine how much of the missed work needs to be made up. The teacher may also assign an alternative assignment that maximizes the educational benefits of travel in place of some, or all of the missed work. When a student has been absent, it is the responsibility of the student and parents to make sure that make-up work is completed.

2. The purpose of homework in grades 1 – 3 will be primarily practice of skills students are already familiar with. Assignments will be constructed around things students have already learned in school, providing them with the opportunity to become more skilled. Again, studies show us that as students practice skills at this age, they can increase their ability by as much as 14 % with each practice session.
3. Starting in grades 4 and up, homework may also include opportunities for preparation and/or elaboration. This may include projects that help to elaborate on things learned in class, writing assignments, reports, and/or assignments in anticipation of new information to be learned.

4. Parent involvement in homework should be minimal, and should be seen as facilitation and encouragement rather than direct instruction. Guidelines for parent involvement include:
- Help set up a consistent organized place for homework
  - Set a consistent time for doing homework
  - Encourage, motivate, and prompt your child, but avoid sitting with them, especially at the younger grades where one primary goal of homework is to establish independent study skills. If your child is consistently unable to do the homework on his or her own, contact the teacher.
  - Ask your child to explain what work they are doing. Answer questions as needed. When finished, ask that your child share with you what they did.
  - Although there might be exceptions, on average, students should be able to complete homework within the time guidelines above, and then read. If this is not happening, please speak with the teacher.
  - To help facilitate homework, all homework for the week will be updated to the web site each Monday. In addition, students will be provided with agendas to write their homework in.