

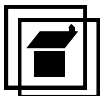
### R 2330 HOMEWORK

#### A. Content of Homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning challenges.
3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.
4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Those homework assignments should include only exercises and activities that a pupil can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

#### B. Assignment of Homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil.
2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the



homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.

3. Homework will not be assigned over the December or spring breaks. The earliest due date for a long term assignment scheduled prior to either break will be on the third school day after the break. For example, if pupils return from break on Wednesday, the earliest a long term assignment may be due is on Friday.

4. Teachers should observe the following guidelines for the introduction and assignment of homework. Time allotments include all aspects of the homework assignment--outside reading, research, drill work, and the like.

- a. Kindergarten

Home experiences related to classroom lessons should be assigned to pupils when appropriate.

- b. Grades 1, 2, and 3

Formal homework assignments should be introduced in grade one. Lessons should be geared to the needs and abilities of individual pupils. The amount of time allocated should increase through the grades as follows: Grade 1 fifteen (15) minutes, Grade 2 twenty (20) minutes, Grade 3 thirty to thirty-five (30-35) minutes per day.

- c. Grade 4

Homework should be regularly scheduled, should require no more than forty to forty-five (40-45) minutes of preparation daily, and should be based on the needs and abilities of individual pupils.

- d. Grades 5, 6, 7, and 8

Homework should be regularly scheduled, and each grade level team should monitor the amount of homework that is assigned on any one evening.



General guidelines are that homework should not exceed:

Grade 5: 1 hour  
Grade 6: 1 - 1.5 hours  
Grades 7&8: 1.5 - 2.5 hours

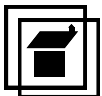
The range of time accounts for differences in the homework style of individual students and the level of the curriculum. Major assignments are staggered so that students can devote appropriate time and completion to each content area.

e. Grades 9 through 12

High school pupils should be assigned homework in each major academic subject on a regular basis. - Assignments should be given in elective courses as needed. Both long and short term assignments should be given in all courses. A high school pupil should devote an average of at least thirty minutes per subject to home study on school nights. Pupils may choose to spend time during weekends and vacation periods on long term assignments.

To provide students with the time necessary to prepare and study for midterm and final exams, two school days prior to the first day of midterm and final exams will be considered a reading period. Long term assignments, tests, and quizzes may not be assigned, due, or scheduled during the reading period. Homework assignments and the introduction of new material should occur before the reading period begins whenever possible.

5. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that pupils can adjust their schedules appropriately.
6. Pupils should be encouraged or required to maintain a homework assignment book, in which the pupil records his/her daily assignment. Pupils and parent(s) or legal guardian(s) may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.



7. A teacher may accede to a parent(s) or legal guardian(s) request for additional homework assignments for a pupil, provided the teacher, in his/her discretion, believes that the pupil will benefit from the assignment.
8. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.
9. The parent(s) or legal guardian(s) of an absent pupil may request homework assignments to be completed during the pupil's absence. Teachers are expected to comply with any such request.

### C. Evaluation of Homework

1. All homework must be checked for completion or evaluated by the teacher and the teacher's feedback or evaluation must be communicated to the pupil. Pupils may complete teacher guided self-checks on assignments that are not graded.
2. Teachers should insist on high standards of quality in homework. The homework lesson should encourage thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

### D. Checklist for Teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it within the abilities of the pupils?
3. Has the class been prepared and motivated to complete the work?
4. Does the assignment grow out of school experience?
5. Is the work related to pupils' interests? Is it interesting?
6. Does the assignment extend and/or reinforce pupils' knowledge?



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7. Is the work adapted to individual needs, interests, and capacities?
8. Do pupils understand the directions?
9. Can the assignment be completed independently or does it require the assistance of parent(s) or legal guardian(s) or others?
10. Is the assignment's length and due date reasonable?
11. Does the assignment require more than merely copying information?
12. Can the homework be evaluated fairly and ~~not~~ be used in the daily program?

Issued: 1 October 2008  
Revised: 29 February 2012

