

* Helping Your Child With Homework

Adapted from:

- 35th Annual Family Involvement Conference, 2009
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- Common Core Resources
- Parent Teacher Association
- South Dakota Department of Education

*Why Homework?

Assigning homework is an historical practice with some basis in scientific research. Although many studies have provided inconclusive results as to the effectiveness of homework at increasing actual academic achievement, many teachers and parents believe that there are extraneous benefits of assigning homework that make this practice worthwhile.

Webb Leveling: Expectations for Student Performance

ACQUIRE		USE		EXTEND	
LEVEL 1: Recall		LEVEL 2: Skill/Concept		LEVEL 3: Strategic Thinking	LEVEL 4: Extended Thinking
Recall of a fact, information or procedure		Use information or conceptual knowledge, two or more steps, etc.		Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer	Requires an investigation, time to think and process multiple conditions of the problem
<input type="checkbox"/> Memorize <input type="checkbox"/> Recall <input type="checkbox"/> Perform Procedures <input type="checkbox"/> Conduct Investigations <input type="checkbox"/> Demonstrate/Explain		<input type="checkbox"/> Perform Procedures <input type="checkbox"/> Conduct Investigations <input type="checkbox"/> Demonstrate/Explain <input type="checkbox"/> Demonstrate Understanding <input type="checkbox"/> Communicate Understanding <input type="checkbox"/> Analyze/Investigate		<input type="checkbox"/> Demonstrate Understanding <input type="checkbox"/> Communicate Understanding <input type="checkbox"/> Analyze/Investigate <input type="checkbox"/> Conjecture <input type="checkbox"/> Generalize <input type="checkbox"/> Prove <input type="checkbox"/> Analyze Information <input type="checkbox"/> Evaluate	<input type="checkbox"/> Conjecture <input type="checkbox"/> Generalize <input type="checkbox"/> Prove <input type="checkbox"/> Analyze Information <input type="checkbox"/> Evaluate <input type="checkbox"/> Solve <input type="checkbox"/> Non-routine/make connections <input type="checkbox"/> Apply concepts/make connections, <input type="checkbox"/> Generate/create

NOTE: Although verbiage may indicate a lesson is written at a higher cognitive level, one must also consider the rigor (cognitive demand) and engagement expected of students. Examples:

Example 1: Students asked to create a list during a lesson would be demonstrating understanding at a Level 1, not a Level 4 as the verb *create* would indicate. A lesson written at a Level 4 would ask the students to create an original artifact that demonstrates higher order thinking skills.

Example 2: Asking students to solve a problem would be a Level 2 sample of communicating understanding. Having students solve a problem, explain the sequence of steps and prove their solution would be a Level 3 sample of communicating understanding.

Refer to the Descriptors and Questions for Webb Leveling guide for further details.

Descriptors and Questions for Webb Leveling

Level 1: Recall

Recall of a fact, information or procedure

Descriptors:	Questions:
<ul style="list-style-type: none"> • Arrange • Calculate • Define • Draw • Identify • Illustrate • Label • List • Match • Measure • Memorize • Name • Quote • Recall • Recite • Recognize • Repeat • Report • State • Tabulate • Tell • Use • Who, what, when, where, why 	<ul style="list-style-type: none"> • What is ...? • Where is ...? • How did ... happen? • Why did ...? • When did ...? • How would you show ...? • Who were the main ...? • Which one ...? • How is ...? • When did ... happen? • How would you explain ...? • How would you describe ...? • What would you select ...? • Who was ...?

Level 2: Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

Descriptors:	Questions:
<ul style="list-style-type: none"> • Categorize • Cause/Effect • Classify • Collect and Display • Compare • Construct • Distinguish • Estimate • Graph • Identify Patterns • Infer • Interpret • Make Observations • Modify • Organize • Predict • Relate • Separate • Show • Summarize • Use Context Cues 	<ul style="list-style-type: none"> • How would you classify the type of ...? • How would you compare ...? contrast ...? • Will you state in your own words ...? • How would you rephrase the meaning ...? • What facts or ideas show ...? • What is the main idea of ...? • Which statements support ...? • What is happening ...? Why? • What is meant by ...? • What can you say about ...? • How would you summarize ...? • What is the theme ...? • What inference can you make ...? • What conclusions can you draw ...? • What is the distinguishing factor(s)? • What is the function of ...? • What data was used to make the conclusion...?

NOTE: This list of descriptors and questions is not all-inclusive.

Resources:

Webb, Norman L. "Alignment, Depth of Knowledge, and Change," Wisconsin Center for Education Research, Florida Educational Research Association 50th Annual Meeting, 2005.
 "Quick Flip Questions for the Revised Bloom's Taxonomy," EDUPRESS EP 729, www.edupressinc.com.

Descriptors and Questions for Webb Leveling (continued...)

Level 3: Strategic Thinking

Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer

Descriptors:	Questions:
<ul style="list-style-type: none"> • Apprise • Assess • Cite Evidence • Compare • Critique • Develop a Logical Argument • Differentiate • Draw Conclusions • Explain Phenomena in Terms of Concepts • Formulate • Hypothesize • Investigate • Revise • Use Concepts to Solve Non-Routine Problems 	<ul style="list-style-type: none"> • Using what you've learned, how would you solve ...? • What approach would you use to ...? • What facts would you select to show ...? • What questions would you ask in an interview with ...? • How would you classify...? categorize...? • What evidence can you find ...? • What is the relationship between ...? • What is your opinion of ...? • How would you prove ...? Disprove...? • How would you assess the value or importance of ... • What would you recommend...? • How would you rate the ...? • How would you prioritize ...? • What judgment would you make about ...? • Based on what you know, how would you explain ...? • How would you justify ...? • How would you change (modify) the plan ...? • What would a theory for ... look like? • What is your predicted outcome given ...? • How would you estimate the results for ...?

Level 4: Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem

Descriptors:	Questions:
<ul style="list-style-type: none"> • Analyze • Apply Concepts • Connect • Create • Critique • Design • Prove • Synthesize 	<ul style="list-style-type: none"> • What changes would you make to solve ...? • How would you improve ...? • What would happen if ...? • How would you adapt ... to create a different ...? • What could be done to minimize (maximize) ...? • What way would you design ...? • What could be combined to improve (change) ...? • Suppose you could ... what would you do ...? • How would you test (experiment, investigate) ...? • How would you construct a model that would change ...? • What would be your own original way to ...? • How would you reformulate your hypothesis based on results?

7 Literacy Competencies

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose, and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures

* Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

* “Top 10” Benefits of Homework

1. Time Management and Self Discipline

- Students can learn to manage time and meet deadlines by breaking down projects and assignments into pieces.

2. Work Independently

- Students can learn to manage assignments and solve problems on their own, without the help of teachers, parents, or other students.

3. Personal Responsibility

- Students take ownership of their learning.

* “Top 10” Benefits of Homework

4. Develop Research Skills

- i.e. locating, organizing, and condensing information

5. Develop the Ability to Use Resources

- Such as libraries, reference materials, and web sites

6. Extend Learning

- Time spent on homework allows children to use skills they already have and apply them to new situations.

7. Integration

- Students can integrate their learning by applying many different skills to a single task, such as book reports or science projects.

* “Top 10” Benefits of Homework

8. Develop Mastery

- Review and practice of skills taught in school allows students to achieve a level of mastery that otherwise may not be possible.

9. Improves thinking and memory

- Independent learning and problem solving can improve your child’s critical thinking and analytical skills.

10. Preparation

- Students can use prior knowledge and skills to explore new subjects that they will begin learning in school.



* Homework Can Benefit Parents, Too

* Homework allows you to:

Develop a connection with your child's teacher

Learn more about your child's education

Learn more about your child's school

Help your child develop a value for and love of education



* Homework: A “Time” Line

- * The amount of time your child spends on homework will gradually increase as (s)he progresses in school.
- * Some students will require more time than others to complete assignments.
- * It is important to help your child establish good study habits throughout the elementary school years so that (s)he is prepared to handle the workload in middle and high school.

* Homework: A “Time” Line

An approximation for time spent on homework each night is follows:

6th Grade	7th Grade	8th Grade
Up to 60 Minutes (This would include the time needed for all subjects combined)	Up to 70 Minutes (This would include the time needed for all subjects combined)	Up to 80 Minutes (This would include the time needed for all subjects combined)
The times listed above are approximations and should only serve as a guide.		

*Tips For Parents

- An environment conducive to thinking and learning is key for successful completion of homework.
 - Set a regular time and place for homework
 - ⇒ A good work area should be convenient, quiet, comfortable and well-lit.
 - Eliminate or remove distractions
 - ⇒ Choose an area that is free of family traffic.
 - Provide supplies and identify resources
 - ⇒ Make sure your child has the necessary materials to complete assignments before beginning.
 - Express interest in what your child is learning

*Remember...

*All children have different needs and learning styles. Accommodate them:

- Some children prefer background noise or music, while others require complete silence.
- Some may want to power through homework immediately after arriving home from school, while others need some down-time before they can get started.
- The most important thing you can do is to establish a routine that works best for your child and stick with it!

* Communication Is Key

* Communication with teachers is very important for helping your child with homework. Here are some important things to remember:

- Speak with your child's teachers at the beginning of the school year
 - ⇒ Be sure to get signed up for the Parent Portal.

- Request a meeting if you suspect an issue
 - ⇒ Tell teachers briefly why you want to meet, and make the arrangements.

- Provide Feedback
 - ⇒ Let teachers know whether your child finds the assignments too hard or too easy.

* How Can I Help My Child with Homework?

* Do not do the homework yourself!

- ❑ Doing homework for a child sends a message that he or she is incapable of doing the work and that perfection is the main objective.
- ❑ It also denies your child the opportunity to develop skills and gain understanding from the experience.



* How Can I Help My Child with Homework?

* Encourage children to take notes regarding homework assignments when they are given

- A planner, homework or “Math at Home” notebook can help your child keep track of assignments.
- Work together to get this started, and make sure your child knows how to use it!

* Discuss homework assignments

- Talk with your child about the concepts of the assignment before beginning. This will familiarize you with the topic of study.
- Do short quizzes the day before a test!

* How Can I Help My Child with Homework?

* Monitor after-school activities

- Allow time for homework and family activities.

* Monitor television and computer use

- If a favorite show comes on during scheduled study time, record it!
- This will help your child establish priorities.

* Plan homework schedules and routines

- Allow some free time when assignments are completed.

* Avoid scheduling homework right before bedtime

- Children will be too tired or feel pressured to finish by bedtime.

* How Can I Help My Child with Homework?

* Stay nearby

- You can read, write, or catch up on paperwork.
- Be available to provide assistance if requested, but avoid imposing your help or way of doing something.

* Make sure your child is well rested, fed, and has had time to wind down after school

* Prioritize extensive or numerous assignments from easiest to hardest

- This will keep your child from losing motivation or getting discouraged.

* How Can I Help My Child with Homework?

* Check completed assignments

- Review homework that has been marked and returned.



* Provide lots of feedback

- Stay positive!

* Focus on what your child has done *right*, first

- This is particularly important for young children.
- Corrections are sometimes interpreted by children as disapproval. Provide them with care.

* How Can I Help My Child with Math Homework?

* Try not to let your personal feelings about math affect your child

* Have your child solve five problems at a time, then check their work.

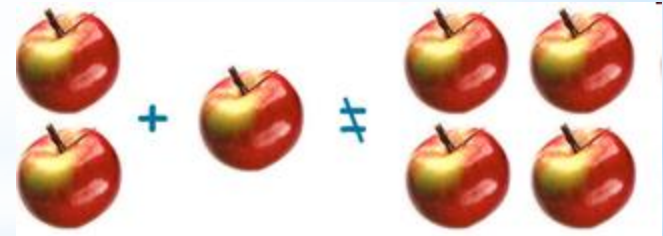
This will prevent your child from completing an entire assignment incorrectly, which can be discouraging.

It also provides you with opportunities to give a lot of positive feedback!

* If assistance is requested, solve the problem together.

Have your child explain where and why (s)he is stuck.

Ask Questions: Did you add this correctly?



If your child can find the mistakes, (s)he will be less likely to make them in the future.

* How Can I Help My Child with Math Homework?

* Encourage the use of reference materials, such as a computer with an Internet connection, a calculator, or a number graph/grid

Encourage use of resources.
Access homework help sites

Supervise Internet use.

Ask questions... Let your child do the thinking.

Be consistent! If your child's teacher does not allow the use of calculators, do not allow one to be used at home.



* What If I Don't Understand What My Child Is Learning?

* Math homework tends to challenge parents because:

- The language used to explain concepts is not the same as when you were in school.
- You haven't "solved for x " and other math-related concepts for several years.
- Math challenged you when you were in school.

* What If I Don't Understand What My Child Is Learning?

* Don't Give Up! There are a variety of things you can do, such as:

Partner with subject area teacher

⇒ Subject area teacher can give hints and strategies for assisting with homework.

Arrange for your child to form a study buddy relationship with a classmate that understands the material.

Take advantage of the math homework helpers available for free online

⇒ Some provide informative tutorials, and you and your child can watch them together!

⇒ http://school.discoveryeducation.com/homeworkhelp/homework_help_home.html

* If Homework Is a Headache...

* Homework is intended to be a positive experience to enhance student learning and develop good study habits. It should never be used as punishment. Remember to *stay positive*, but contact the teacher if:

- Your child consistently gets 25% or more wrong on homework problems and assignments
- Your child never seems to have any homework when in fact assignments show up in the Parent Portal.
- Homework is a frustrating experience for you and the child
- You are concerned about the length of time it takes your child to complete assignments

Any questions?

