Princeton Public Schools
Live to Learn, Learn to Live

Mathematics & Business Department
Office of Curriculum & Instruction
Princeton, NJ 08540

Mathematics & Business Department Statement on Homework

The purpose of homework is to provide:

1. independent practice of skills and concepts taught in the classroom.
2. preparation for new concept or a preview of material that will be studied in the future.
3. review of previously taught material.
4. elaboration, enrichment, and/or extension of material studied in the classroom.
5. opportunities to integrate newly learned concepts and skills with what the student already knows.
6. opportunities for students to exercise choice in their learning and in their level of challenge.
7. opportunities for students to develop proper study habits and skills in self-discipline and time management.
8. teachers with an ongoing method for assessing students' knowledge and skills.

Why is homework important in math?

The skills/concepts taught in math courses are essential building blocks as students move towards developing a working knowledge of how mathematics is an integral part of the world around them. While classroom instruction is devoted to introducing, reinforcing and connecting concepts to support student learning, it is important students take the time to practice, apply and assess their understanding by spending time outside the classroom through homework. This is a metacognitive strategy that supports intellectual growth.

Homework is the time for students to think about what they know and how well they know it as they apply their knowledge to accurately demonstrate their understanding. It is also a time for students to organize their questions to support their learning progression so that time can be used effectively in class.

What is the "value" of homework?

While the teachers of the mathematics/business department value the importance of homework as a means to achieving success in a course, we also recognize the time demands on today's students that can potentially affect their health and wellness. For this reason, the department (grades 6-12) will implement a grading system to support students while allowing them to continue to demonstrate their knowledge and understanding. This evaluation system will contribute to the following:

1. Knowing that every day brings about different demands, students will have the flexibility of prioritizing math homework without the additional stress of having it potentially negatively impact their grade. This will allow students to make choices that promote health and wellness while they learn how to manage their time efficiently and effectively.
2. Additionally, the department recognizes that throughout the year students, due to various reasons, may not continuously demonstrate their true understanding of the material in class. With this grading system, students will know that they will have the ability to have their best work reflected in their grade. This will ensure that student learning is measured and reflected in grades rather than behaviors (i.e. missing/late homework) that are inconsistent with the rest of their work. This, too, is in support of increasing the health and wellness of students as they navigate the complexities of being a well rounded individual leasing lives of joy and purpose.

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6-12 Grading Policy
2018 – 2019

The mathematics department will be implementing a consistent grading policy beginning September 2018. Below is an outline of the policy.

1. All mathematics teachers in grades 6 – 12 will be grading on a point scale when calculating marking period grades. Teachers will continue to have the professional discretion of determining the total number of points within a marking period and how those points will be distributed among graded work.

2. Homework will now be used as a motive to support student success in mathematics. While homework will continue to be assigned on a regular basis to support instruction and learning, students will no longer be negatively impacted for not completing an assignment. However, homework assignments will continue to be checked for completion and recorded for determination of reward at the end of the marking period.

3. Teachers will provide the opportunity to qualifying students to have their best work reflected in their grade by eliminating a score that is inconsistent with the rest of their work in the following manner:

Homework Completion Percentage Chart

85% - 100%	Students will have the opportunity to choose to ● have their HW completion rate count for extra points in the marking period, i. e. as a small quiz grade. **OR** ● drop an assessment grade with the submission of corrections including a written explanation of their errors. **OR** ● replace one low assessment score with a retake. Retakes must happen in a timely manner in accordance with the classroom teacher's expectations. **
65% - 84%	Students will have the opportunity to choose to ● replace one low assessment score with a retake. Retakes must happen in a timely manner in accordance with the classroom teacher's expectations. ** **OR** ● have their HW completion rate count for extra points in the marking period, i. e. as a small quiz grade.
Below 65%	Students will not have an opportunity to improve marking period grade.

**** A student may only select one of the three options. Once a retake has been taken the student will not have the option to change his/her choice. The higher of the two grades will be used in the marking period calculation. Students must maintain a minimum of 65% homework completion percentage.**

*** The higher of the two grades will be used in the marking period calculation.**

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Name: _____ Period: _____ Quarter: _____

Assessment Drop/Retake Choice Form

Homework Policy:

- Opportunity to drop lowest assessment when 85-100% of homework completed after **corrections and written explanations for that assessment** have been provided for **all** errors found on the dropped assessment
- Opportunity to replace lowest assessment with a reassessment **or** count homework completion as an additional, smaller assessment (i.e. small quiz grade) when 65-100% of homework completed

Please check one:

_____ I have completed **at least** 85% of the homework this quarter, and choose to drop an assessment.

_____ I have completed **at least** 65% of the homework this quarter and choose to take a reassessment.
Note: Taking this assessment does not put you at risk of a lower grade.

_____ I have completed **at least** 65% of the homework this quarter and choose to count my homework completion as an additional grade.

_____ I choose to not drop an assessment, take the reassessment, nor count my homework as an additional grade.

_____ I have completed less than 65% of the assigned homework this quarter, and am not eligible for any opportunity.

<table>
<tr><th colspan="3">Fill in the first four smaller boxes (if applicable)</th></tr>
<tr><td>Homework Completion %

$\frac{\textit{HW Points Earned}}{\textit{Total Homework Points}}$</td><td>Name of assessment being dropped/replaced:</td><td rowspan="2">(For your teacher to fill out)

New Assessment Score (if replaced):

New Quarter Grade:</td></tr>
<tr><td>Old Quarter Grade:</td><td>Score on Assessment being dropped/replaced:</td></tr>
</table>

Student Signature: _____

Parent/Guardian Signature: _____

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Corrections Template for Dropped Assessment

Directions: Follow these guidelines to redo all incorrect problems. Please attach them neatly to your original assessment.

1. Rewrite the original problem/ question.
2. Redo the problem correctly. Show all work.
3. Give a written response addressing the following: What was your error? Explain what your mistake was and what you did to correct it. Why is your new answer correct? Describe each step in words.

Example: