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Kentucky
Anchor Set
Grade 8

RE08923255095

**Who is responsible for fixing
homework problem**

Date	Comments	Version
4/20/20	Origination	1
6/2	Replace A-13(S1); Switch A-11 & A-12, A-14 (A-15) & A-15(A-13)	2

Page 1 is an image of the Scoring Criteria for On-Demand Writing, as it would appear in the K-PREP Test Booklet.

Page 2 is the same information in an accessible format.

Kentucky Extended-Response Questions General Scoring Guide

Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

Score Point 0

- Your answer is totally incorrect or irrelevant.

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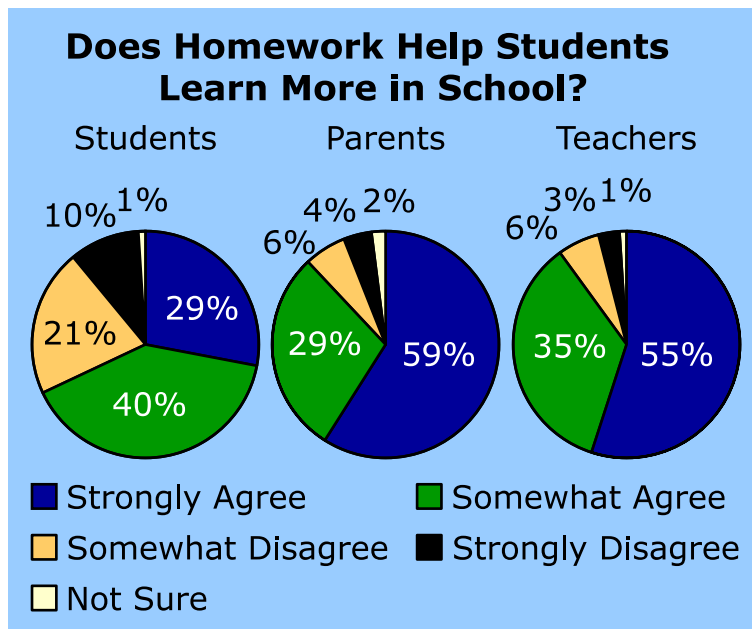
- You did not give any answer at all.

Directions: Read the excerpt from "Homework Tips for Parents." Then answer the questions.

from "Homework Tips for Parents"

by the U.S. Department of Education

Originally published on www2.ed.gov, May 2003



Over 3,500 students, parents and teachers were asked to respond to the statement, "Homework helps students learn more." These charts illustrate their responses.

Source: The MetLife Survey of the American Teacher:
<https://files.eric.ed.gov/fulltext/ED500012.pdf>

100 Years of Homework

1 In the early 20th century, the mind was viewed as a muscle that could be strengthened through mental exercise. Since exercise could be done at home, homework was viewed favorably. During the 1940s, schools began shifting their emphasis from memorization to problem solving. Homework fell out of favor because it was closely associated with the repetition of material. In the 1950s, Americans worried that education lacked rigor and left children unprepared for the new technologies, such as computers. Homework, it was believed, could speed up learning.

2 In the 1960s, educators and parents became concerned that homework was crowding out social experience, outdoor recreation and creative activities. Two decades later, in the 1980s, homework again came back into favor as it came to be viewed as one way to stem a rising tide of mediocrity in American education. The push for more homework continued into the 1990s, fueled by rising academic standards.

To Do or Not to Do Homework?

3 Homework can have many benefits for young children. It can improve remembering and understanding of schoolwork. Homework can help students develop study skills that will be of value even after they leave school. It can teach them that learning takes place anywhere, not just in the classroom. Homework can benefit children in more general ways as well. It can foster positive character traits such as independence and responsibility. Homework can teach children how to manage time.

4 Homework, if not properly assigned and monitored, can also have negative effects on children. Educators and parents worry that students will grow bored if they are required to spend too much time on schoolwork. Homework can prevent children from taking part in leisure-time and community activities that also teach important life skills. Homework can lead to undesirable character traits if it promotes cheating, either through the copying of assignments or help with homework that goes beyond tutoring.

5 The issue for educators and parents is not which list of effects, the positive or negative, is correct. To a degree, both are. It is the job of parents and educators to maximize the benefit of homework and minimize the costs.

Is It Enough Homework?

6 The most critical question about homework is “How much homework should students do?” Experts agree that the amount of homework should depend on the age and skills of the student. Many national groups of teachers and parents, including the National Parent Teacher Association (PTA), suggest that homework for children in kindergarten through second grade is most effective when it does not exceed 10–20 minutes each day. In third through sixth grade, children can benefit from 30–60 minutes of homework per day. Junior high and high school students can benefit from more time on homework, and the amount may vary from night to night.

7 Reading at home is especially important for young children. High-interest reading assignments might push the time on homework a bit beyond the minutes suggested above.

8 These recommendations are consistent with the conclusions reached by many studies on the effectiveness of homework. For young children, research shows that shorter and more frequent assignments may be more effective than longer but fewer assignments. This is because young children have short spans of attention and need to feel they have successfully completed a task.

From “Homework Tips for Parents”—Public Domain/U.S. Department of Education

Directions: Read the excerpt from “Why I Think All Schools Should Abolish Homework.” Then answer the questions.

from “Why I Think All Schools Should Abolish Homework”

by Vicki Abeles

Originally published on www.time.com, April 14, 2017

1 It is time that we call loudly for a clear and simple change: a workweek limit for children, counting time on the clock before and after the final bell. Why should schools extend their authority far beyond the boundaries of campus, dictating activities in our homes in the hours that belong to families? An all-out ban on after-school assignments would be optimal. Short of that, we can at least sensibly agree on a cap limiting kids to a 40-hour workweek—and fewer hours for younger children.

2 Resistance even to this reasonable limit will be rife. Mike Miller, an English teacher at Thomas Jefferson High School for Science and Technology in Alexandria, VA., found this out firsthand when he spearheaded a homework committee to rethink the usual approach. He had read the education research and found a forgotten policy on the county books limiting homework to two hours a night, total, including all classes. “I thought it would be a slam dunk” to put the two-hour cap firmly in place, Miller said.

3 But immediately, people started balking. “There was a lot of fear in the community,” Miller said. “It’s like jumping off a high dive with your kids’ future. If we reduce homework to two hours or less, is my kid really going to be okay?” In the end, the committee only agreed to a homework ban over school breaks.

4 Miller’s response is a great model for us all. He decided to limit assignments in his own class to 20 minutes a night (the most allowed for a student with six classes to hit the two-hour max). His students didn’t suddenly fail. Their test scores remained stable. And they started using their more breathable schedule to do more creative, thoughtful work.

5 That’s the way we will get to a sane work schedule for kids: by simultaneously pursuing changes big and small. Even as we collaboratively press for policy changes at the district or individual school level, all teachers can act now, as individuals, to ease the strain on overworked kids.

6 As parents and students, we can also organize to make homework the exception rather than the rule. We can insist that every family, teacher and student be allowed to opt out of assignments without penalty to make room for important activities, and we can seek changes that shift practice exercises and assignments into the actual school day.

7 We’ll know our work is done only when . . . every . . . child can clock out, eat dinner, sleep well and stay healthy—the very things needed to engage and learn deeply. That’s the basic standard the law applies to working adults. Let’s do the same for our kids.

From "Why I Think All Schools Should Abolish Homework" by Vicki Abeles, from *TIME*, April 14, 2017. © 2017 TIME Inc.

from "Homework Tips for Parents"

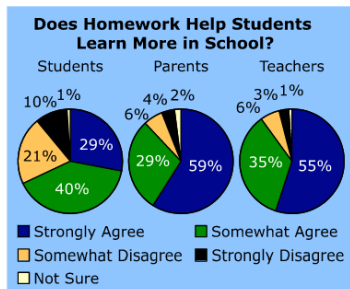
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From "Homework Tips for Parents"—Public Domain/U.S. Department of Education

Extended Response Directions: Read the question carefully. Then enter your response in the space provided.

Analyze who the authors claim is responsible for fixing the "problem" of homework, and what should be done to implement these fixes. Support your response with evidence from **both** texts.

B *I* U 10000

A1

AAAYIP13820000342897

I think that both authors think that educators and parents need to fix the problems of homework. Neither text talks about getting rid of homework completely, it just needs to be limited. Younger and older children need time to be free, there are benefits and disadvantages to giving homework. Students should not have to stress right when they get home because of the worry that they will not be able to get all homework done. Both articles think homework should be limited for all 6 classes students have a day. "Home Work Tips for Parents" in paragraph 4 says, " Homework, if not properly assigned and monitored, can also have negative effects on children... Homework can prevent children from taking part in leisure-time and community activities that also teach important life skills." This shows that with so much given homework time away from school is being taken away. "Why I Think All Schools Should Abolish Homework" in paragraph 5 says, " ... all teachers can act now, as individuals, to ease the strain on overworked kids." This supports my answer because she talks about how teachers can take an act and give kids a break from all the stress they are given on a school day. She mentions how children are overworked, which can be agreed by many, students need time to be themselves, we need time to focus on something more than the work that we have to do at home after a 7 hour school day, where work is all we did.

4

A2

AAAYIP13820000557927

In the two articles "Homework tips for parents" and "Why I think Schools Should Abolish Homework" The authors state that teachers are responsible for fixing the homework issue of giving kids less homework. Abeles writes, "Miller's response is a great model for us all. He decided to limit assignments in his own class to 20 minutes a night." This shows how teachers can make a big difference just by giving less homework to students. It's not the students or the parents making the call in the classrooms. It's the teachers. Furthermore, the department of education writes, "Experts agree that the amount of homework should depend on the age and skills of the student." Teachers should not expect students to spend an hour on their assignment every night, especially young ones. So they should vary the time spent on homework rather than abolish it all together. So, in conclusion, this shows how teachers are the ones that can make the change, not teachers and students.

4

A3

AAAYIP13820000641121

the authors claim that the teachers are responsible for fixing the homework problem .we should fix the homework problem by putting a cap on the amount of hours a student can spend on homework in a week like in "why i think all schools should abolish home work" in paragraph 4 it said "(he most allowed for a student with six classes to hit the two-hour max)" and also i believe that we should adjust the amount of homework based on age and free time to make sure it is beneficial to the student and that they have time to get it done like in

"homework tips for parents" in paragraph 6 it said "suggested homework for kindergarten though 2nd graded is 10-20 minutes a night" and it goes on for middle and high schools students but the point is that there should be different homework amounts for different ages to make sure it is beneficial to the student

4

A4

AAAYIP13820000338851

The authors claim students and parents are responsible for fixing the "problem" of homework. The authors believe there should be less, to no homework at all for students. In the text " Why I Think All Schools Should Abolish Homework," the author states " As parents and students, we can also organize to make homework the exception rather than a rule." This tells me the author wants the parents and students to make a stand about homework. In the text " Homework tips for parents," the author's title is "tips for parents." This tells me the author is trying to give parents advice on how to help the homework situation for students.

3

A5

AAAYIP13820000022660

In the passage " Homework Tips for Parents," the author claims that parents and educators are responsible for fixing the "problem" of homework. Some evidence from the text is, "It is the job of parents and educators to maximize the benefit of homework and minimize the costs." This piece of evidence elucidates the impression that the author feels that parents and educators are the people to be held accountable. The author feels that homework should be "properly assigned and monitored."

In the excerpt "Why I Think All Schools Should Abolish Homework," Abeles makes the claim that schools are responsible for fixing the "problem" of homework. To implement these fixes, the author suggests that "parents and students [should] organize to make homework the exception rather than the rule." This evidence illustrates that the author believes that parents and students need to take a stand against schools.

3

A6

AAAYIP13820000630723

The authors of both texts seem to agree that it is the job of the teachers to limit the homework to a reasonable time, the parents to call out and protect their kids from the high amount of homework that is ensued upon them, and it is the job of the children to explain to adults how they feel about homework and how much they should do to be able to maintain good grades. In "Why I Think All Schools Should Abolish Homework", the author explains how a teacher limited homework in his class exceptionally and how it benefited the students, not only by maintaining stable test scores, but by allowing them time for other activities. Also, "Homework Tips for Parents" explains how some children benefit MOST from low amounts of homework. It also explains homework can create bad traits in students.

3

A7

AAAYIP13820000062584

The author claims that students, parents, and teachers are responsible for fixing the problem of homework. Less homework is their goal. In "why i think all schools should abolish homework" the author gave many reasons why their should be less homework. In paragraph 4 it said,"his students didnt suddenly fail. their test scores remained stable. and they started using their more breathable schedule to do more creative, thoughtful work." Miller gave many examples of why Less homework helps or doesnt have a bad effect on students. in "homework tips for parents" They also gave many bad effects on children from a lot of homework. paragraph 4 said," homework can prevent children from taking part in leisure-time and community activities that also teach important life skills." This sentence also says that other activities teach important life skills.

2

A8

AAAYIP13820000448405

The text "Why I think schools should abolish Homework" says that the problem is that students are getting too much homework to do everyday and they do not get to spend time with their families. To fix this problem the Author suggests that teachers should limit the amount of homework they give students on a daily basis. The Author of the passage "Homework tips for Parents" thinks that homework really helps people learn. I know this since in the text it said, "Homework can have many benefits for young children. It can improve remembering and understanding of school." (paragraph 2) This proves that the author thinks homework is good for students.

2

A9

AAAYIP13820000684262

The authors talk about how teachers and parents need to fix this "problem". Teachers are abusing their authority by making school work due outside of class. Even though 20 minutes of homework isn't as bad, most teachers send home fewer assignments that may take a couple hours to finish. This could be stopping students of having a social life and hanging out with family. It could also prevent students from being a part of their community.

2

A10

AAAYIP13820000313830

The teachers decided to limit assignments in his own class to 20 minutes a night and his call didn't fail. And they started using their more breathable schedule to do more crative thoughtful work.

The PTA suggest that home work for children in kindergarten through second grade is 10 through 20 minutes each day And third through sixth grade minutes should be 30 through 60 minutes per day.

1

A11

AAAYIP13820000643296

the person that is responsible for fixing the problem of homework is the teachers. i think this because it the teachers who are teaching the lesson not anybody else. so it should be there responsibility. they also should know how much help the student need, and they student should be able to communicate with the teacher if the student needs something.

1

A12

AAAYIP13820000589408

in both readings it is said that parents and teacher are responsible for fixing the problem that they should fix it themselves

1

A13

AAAYIP13820000574348

The author of "Why I Think All Schools Should Abolish Homework" is responsible for the claim of "fixing homework." This author believes that too much home work may harm the students and leave a negative effect. one example from the text is "Why should schools extend their authority far beyond the boundaries of campus?" Also from the text, "Homework tips for parents it states", "Homework, if not properly assigned and monitored, can also have negative effects on children.

0

A14

AAAYIP13820000289012

the teachers think it helps the kids by giving them extra practice every night on the other hand they disagree. students hate homework but it could help them get more practice and learn it more, parents agree more than teachers because they don't want their kids to fail so it helps them more by practicing

0

A15

AAAYIP13820000623236

diffrent fixes and how both text talk about how students should make time out of school to do homework.

0