

Kentucky Summative Assessments



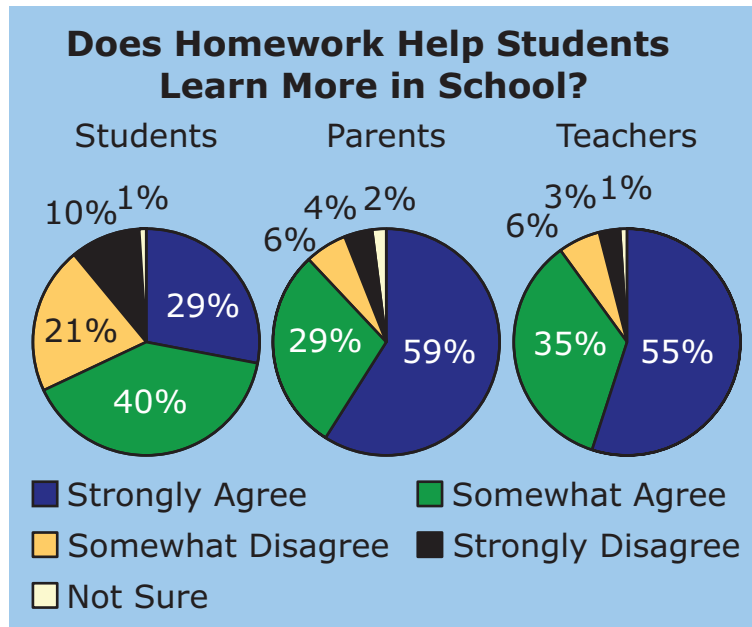
Grade 8 Reading Released Items 2022

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

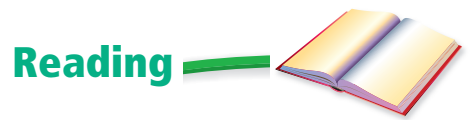


Over 3,500 students, parents and teachers were asked to respond to the statement, "Homework helps students learn more." These charts illustrate their responses.

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

1

RE923253266_4

What is the central idea of paragraphs 1 and 2?

- A** Homework has lost its relevance over time.
- B** Schools have lessened homework loads over time.
- C** Academic rigor at schools has increased over time.
- D** Perspectives on homework have evolved over time.

2

RE923254835_4

Which of the following pieces of evidence would strengthen the author’s argument?

- A** More details about why homework is beneficial for students
- B** Further examples of parent and teacher opinions on homework
- C** Further examples of how the perception of homework has changed over the years
- D** More recommendations for how homework can be more meaningful and effective

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.

3

RE923253116_4,2

Read this sentence from paragraph 1.

Why should schools extend their authority far beyond the boundaries of campus, dictating activities in our homes in the hours that belong to families?

What does this sentence indicate about the author's perspective? Select **two** correct answers.

- A** It proves that the author wants school to play a more significant role in family life.
- B** It suggests the author is frustrated by the way homework dominates students' lives.
- C** It highlights the exasperation the author feels about students feeling pressured to succeed.
- D** It indicates that the author believes time with family is as important to development as academics.
- E** It reveals the author believes schools are responsible for students' behavior outside the classroom.

4

RE923254738_2

What is the purpose of paragraph 4?

- A** To show a detailed example of students reacting positively to homework assignments
- B** To outline how a teacher can organize lighter homework requirements for the class
- C** To prove that students will always react positively to the idea of less homework
- D** To demonstrate that a lighter homework load will result in higher test scores



5

RE923255621

Directions: Select the correct answers.

Which details in paragraphs 5 and 6 **best** support the inference that people have a personal responsibility for shaping homework policies? Select **three** correct answers.

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.



6

RE923253012_1

What challenges does the author acknowledge in relation to reducing homework?

- A** Parents will think the idea is too risky since it may cause their children's grades to fall.
- B** Students will not receive enough practice on new concepts outside of the classroom.
- C** Teachers will reject the idea because it may decrease student interest in their classes.
- D** Students will not learn how to manage their own time outside the classroom.

7

RE923252779_4,3

Which central ideas are supported by **both** passages? Select **two** correct answers.

- A** Homework can increase students' annual test scores.
- B** Homework loses its significance if students do not take it seriously.
- C** Homework can prevent students from being creative and enjoying free time.
- D** It is the responsibility of adults to make sure the homework that kids have is regulated.
- E** It is the responsibility of kids to make sure they manage their homework according to their weekly schedules.



8

RE923255095

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.



Investing in Kentucky's Future, One Student at a Time