



**ELEMENT IVG (20): Extending Through  
Homework in a CBE Classroom**

# ELEMENT IVG (20): Extending Through Homework in a CBE Classroom

*What do I typically do to provide purposeful homework?*

Design Area IV: The teacher designs and executes instructional activities in real time and virtually that help students refresh, revise and integrate their knowledge of specific content.

## **Teacher Evidence**

### *Behaviors*

- I systematically use homework to preview upcoming concepts or ideas they will study in class.
- I systematically assign homework to deepen students' knowledge.
- I systematically assign homework that helps students practice a process or skill.

### *Understandings*

- I thoroughly understand the nature of purposeful homework.
- I thoroughly understand the various ways I can use purposeful homework in my classroom.

## **Student Evidence**

### *Behaviors*

- Students commonly are better prepared for new learning after being assigned homework.
- Students commonly deepen their understanding after being assigned homework.
- Students commonly increase their speed, accuracy, or fluency after being assigned homework.

### *Understandings*

- Students can describe the purpose of specific homework assignments.

## Self-Rating Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step     | Score           | Descriptor   | Directions                                  |
|----------|-----------------|--|---|
| <b>C</b> | 4<br>Innovating | I identify students who are not experiencing the desired effects of assigning purposeful homework and make adaptations to meet their specific needs. | If yes, score 4<br>If no, score 3           |
| <b>B</b> | 3<br>Applying   | The majority of my students exhibit the necessary behaviors and understanding about assigning purposeful homework.                                   | If yes, go to step C<br>If no, score 2      |
| <b>A</b> | 2<br>Developing | I systematically engage in critical strategies to assign purposeful homework and am well versed in how and why they work.                            | If yes, go to step B<br>If no, go to step D |
| <b>D</b> | 1<br>Beginning  | I use some of the strategies for assigning purposeful homework but am not sure I'm using them correctly.   | If yes, score 1<br>If no, score 0           |
|          | 0<br>Not Using  | I do not use any of the strategies for assigning purposeful homework.  |   |

## Self-Reflection Scale

|                                      | <b>4<br/>Innovating</b>  | <b>3<br/>Applying</b>  | <b>2<br/>Developing</b>  | <b>1<br/>Beginning</b>  | <b>0<br/>Not Using</b>               |
|--------------------------------------|--|--|--|---|--------------------------------------|
| <b>Assigning Purposeful Homework</b> | I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs. | I engage students in purposeful homework assignments AND the majority of students exhibit the desired effects. | I assign students purposeful homework without significant errors or omissions. | I assign students homework but do so with errors or omissions such as assigning homework that is not directly related to the critical content addressed in class or assigning homework for which students are not prepared. | I do not assign purposeful homework. |