Marzano’s Homework and Practice Research

What you need to know about homework and practice in high school
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<th>Percentile Gain</th>
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<td>Summarizing and note taking</td>
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# 4 Homework and Practice

- The amount of homework assigned to students should be different from elementary to middle to high school
  - Homework in high school produces 24 pt gain
  - Homework in middle school produces 12 pt gain
  - Homework in elementary school produces a 6 pt gain
Homework in High School

- The more homework that high school students do the better their achievement (Keith 1982)

- For every 30 minutes of additional homework, overall grade point average increases

- Example: If student with 2.00 GPA increases homework by 30 minutes, GPA will rise to 2.50

- Recommended total minutes per day for high school homework: 60—180 minutes

How does this compare to your current practice?
Homework

- Parent involvement in homework should be kept to a minimum
  - Parents can be informed of the assignment
  - Parents shouldn’t help with homework, such as solving content problems etc.
  - Parents can facilitate homework by encouragement, and providing suggestions for speed and accuracy with a timer etc.

Take a look at the parent handout
Homework

• The purpose of homework should be identified and articulated
  – Is it for **Practice**?
    • Material should be very familiar to students
    • Practicing with unfamiliar material can create misconceptions
  – Is it for **Preparation** or **Elaboration**?
    • Then students don’t need in-depth understanding
    • Prepares students for new concepts
Homework

If homework is assigned, it should have some type of comments

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<th>Percentile Gains</th>
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<td>Graded homework</td>
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<td>Assigned homework but not graded or commented on</td>
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Walburg (1999)
Research on “Practice”

- Mastering a skill requires a fair amount of focused practice
  - Generally after 24 practice times a student reaches 80% competency
  - Learning new content does not happen quickly; it requires practice over time

- While practicing, students should adapt and shape what they have learned
  - Learners attend to their conceptual understanding during new learning
  - Shaping phase is not the time to press for skill performance with speed over lots of material
“Practice Tips”

• Design practice assignments that focus on specific elements of a complex skill or process

• Plan time for students to increase their conceptual understanding of skills or processes

Check your notes on HW and practice