

The background of the cover is a solid light blue color. On the left side, there are several overlapping, glowing white lines that form a complex, organic pattern, resembling a DNA helix or a stylized flame. These lines are thicker in some areas and fade out towards the right.

**STRATEGIES THAT APPEAR IN
ALL TYPES OF LESSONS**

Purposeful Homework

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

PURPOSEFUL HOMEWORK

This element involves the teacher designing homework to help students deepen their knowledge of informational content or practice a skill, strategy, or process. Homework is an effective tool for increasing student achievement when used correctly. It should be assigned appropriately (not simply as a matter of routine), have a clear purpose, be designed so that students can reasonably complete it, and not be onerous to students or parents.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- When asked, students describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process.
- Students ask clarifying questions of the homework that help them understand its purpose.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific

Purposeful Homework

strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Purposeful Homework

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill, strategy, or process, and I monitor the extent to which students understand the homework.	When appropriate (as opposed to routinely), I assign homework that is designed to deepen knowledge of information or provide practice with a skill, strategy, or process, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher assigns no homework even though situations arise in which it could be used effectively.

Beginning (1): A teacher assigns homework as a matter of course. Sometimes that homework amounts to busy work.

Developing (2): A teacher assigns purposeful homework targeted at deepening students' knowledge or providing practice with a skill, strategy, or process, though she is unsure whether her students understand the relevance of the homework or how effective the homework is in terms of deepening their understanding.

Applying (3): A teacher assigns purposeful homework targeted at deepening students' knowledge or providing practice with a skill, strategy, or process. He solicits questions from students about the homework and addresses their concerns before sending them home. When students turn in the homework, he goes over it with them to determine how well it enhanced their learning.

Innovating (4): A teacher assigns various types of purposeful homework targeted at deepening students' knowledge or providing practice with a skill, strategy, or process. When some students question the importance of the homework, she is able to explain its purpose and identify its relevance to the class's learning goals. She also makes adaptations to homework assignments for specific students who are having difficulty with the content.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Preview Homework

The teacher asks students to read a passage of text or view media that introduces a concept or idea they will study in class. The teacher might ask students to keep a list of their questions, observations, or connections as they read or view the content. In class, the teacher might have students share their lists and discuss each other's ideas.

Teacher Actions

- Asking students to read text or view media about an upcoming concept or idea
- Asking students to list their questions, observations, and connections for the content
- Discussing students' questions, observations, and connections in class

Desired Student Responses

- Listing questions, observations, and connections that arose while they were reading text or viewing media about a concept or idea
- Explaining the purpose of preview homework and how it relates to the class's learning goals

Extra Support

- Asking students to focus on listing questions, observations, or connections related to text or media about upcoming content

Extension

- Asking students to find additional sources of information about upcoming content

Technology Tips

- Use screencasting software (such as Jing, ScreenChomp, Educreations, or TouchCast) to create mini-tutorials that allow students to preview new material.
- Use digital video tools on tablets, smartphones, or document cameras to create video tutorials that allow students to preview new content or skills.
- Assign students videos from content websites (such as Khan Academy) to enhance student engagement in preview homework.
- Ask students to review content-related primary-source material on websites such as the Smithsonian Institution, the National Archives, the Library of Congress, or PBS.

Preview Homework Worksheet

Name: _____ Date: _____

Class: _____

What do you think are the most important things to remember about this new information?

Which parts of this new information did you find the most interesting?

How does this new information relate to what you already know?

What questions do you have about this new information?

Homework to Deepen Knowledge

The teacher asks students to complete an assignment that helps them compare, contrast, or classify specific aspects of the content. The teacher might also have students create analogies or metaphors involving specific aspects of the content. If using this homework strategy, the teacher should ensure that students have a thorough understanding of the concepts they are being asked to work with.

Teacher Actions

- Ensuring that students thoroughly understand specific content
- Asking students to compare or classify aspects of the content
- Asking students to create analogies or metaphors involving aspects of the content

Desired Student Responses

- Comparing or classifying aspects of content they have already learned
- Creating analogies or metaphors involving content they have already learned
- Explaining the purpose of homework to deepen knowledge and how it relates to the class's learning goals

Extra Support

- Creating a study guide (with words and pictures or diagrams) that students can use to review content that is the focus of homework

Extension

- Asking students to compare, contrast, or classify aspects of current content with previous content or with content related to their interests

Technology Tips

- Assign online scavenger hunts that prompt students to explore, compare and contrast, classify, or evaluate content-related videos, images, or tutorials.
- Have students utilize multimedia tools (such as cameras, tablets, or smartphones) to gather nonlinguistic representations of knowledge and create visual analogies to post to the class website or content-sharing sites like Pinterest.

Categorization Exercise

Name: _____ Date: _____

Topic: _____

Write down six facts about this topic that you learned in class.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

In the boxes below, separate the facts into two categories. The facts in each category should be similar to each other or have something in common. Below each box, describe how you categorized the facts or describe what they have in common.

Finally, describe how the facts in each box are different from the facts in the other box:

Homework to Practice a Process or Skill

The teacher asks students who have demonstrated the ability to independently perform a process or skill in class to practice that process or skill independently in order to increase their fluency, speed, and accuracy with the process or skill. For example, the teacher might have students practice the process of solving quadratic equations or ask them to use the scientific method to investigate something outside of class.

Teacher Actions

- Ensuring that students can independently perform a process or skill
- Asking students to practice a process or skill to increase their fluency, speed, and accuracy

Desired Student Responses

- Performing a process or skill independently to increase fluency, speed, and accuracy
- Explaining why it is important to develop fluency, speed, and accuracy with the skill or process assigned as practice homework
- Explaining the purpose of homework to practice a process or skill and how it relates the class's learning goals

Extra Support

- Creating a flowchart (with words and pictures or diagrams) showing the correct procedure for a process or skill that is the focus of homework

Extension

- Asking students to explain techniques that helped them increase their fluency, speed, or accuracy with a process or skill

Technology Tips

- Have students use digital video tools on their smartphones to film themselves practicing and narrating how to perform a process or skill.

Student Reflection for Practicing a Process or Skill at Home

Name: _____ Date: _____

Class: _____

Describe the process or skill you were practicing:

How long did you practice the process or perform the skill, and how well do you think you performed it?

In what ways could you improve your performance of the process or skill?

What would you need to do to get better at performing the process or skill?

Parent-Assisted Homework

To assist students with homework, parents or family members ask reflective questions or listen to students give an oral summary of material they read. To help students develop fluency with skills or procedures, parents might also time them in executing a specific skill or process. Parents should act as supporters, not teachers, when assisting with homework, and should have a clear idea of their role and what is expected of them.

Teacher Actions

- Ensuring that parents or guardians have a clear understanding of their role regarding homework
- Asking parents or guardians to ask their students reflective questions about content
- Asking parents or guardians to listen to their students give an oral summary of content
- Asking parents or guardians to time their students performing a skill or process

Desired Student Responses

- Explaining their parents' or guardians' role regarding homework
- Answering their parents' or guardians' questions about homework
- Giving oral summaries of content to their parents or guardians
- Performing skills or processes while their parents or guardians time them

Extra Support

- Creating a list of specific reflective questions that parents can ask their student after he or she reads a text passage or views media related to the content

Extension

- Having students present an oral summary to their parents about a text passage or media related to the content and providing parents with a list of main ideas and details related to the content

Homework Tips for Parents and Guardians

The following tips are intended to help parents and guardians interact with their students about homework. If you have any questions or concerns about these expectations, please don't hesitate to ask!

1. Establish a physical structure regarding your student's homework. It is helpful for students to have a regular and consistent workspace that provides the necessary materials (such as pencils, paper, a dictionary, or a calculator) and a quiet environment.
2. Monitor your student's progress. Check to see if he or she is staying focused and attending to the homework or becoming frustrated with it.
3. Emphasize the importance of effort over immediate understanding. Stress that comprehension and proficiency are influenced by hard work rather than some innate skill or intelligence.
4. If your student is having difficulty with homework, try to help him or her work through it. Break the homework into smaller sections or parts, do a few problems or exercises with your student, or respond to his or her question about the homework or the content if you can.
5. When your student has finished the homework, help him or her reflect on it. Ask questions such as: What do you think you have learned? What are you still confused about? What questions do you still have? Encourage your student to bring these questions or confusions about the content to the teacher.
6. Finally, thank your student for his or her time and effort spent completing the homework!

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

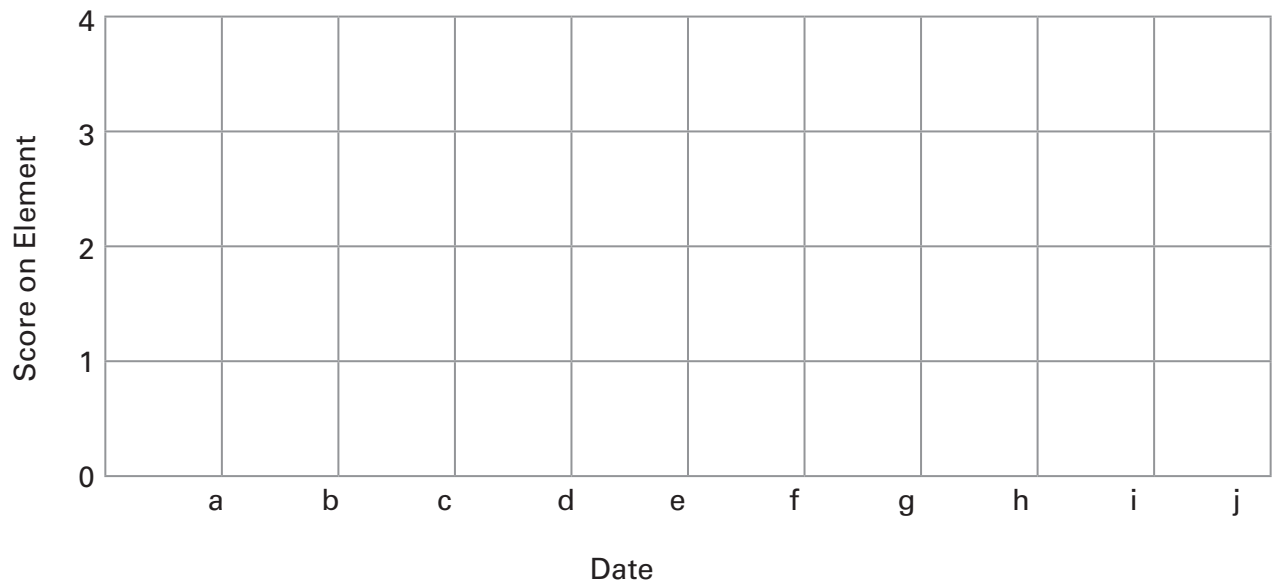
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of purposeful homework.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Preview Homework	
	Homework to Deepen Knowledge	
	Homework to Practice a Process or Skill	
	Parent-Assisted Homework	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with purposeful homework. Any item followed by an asterisk is an example of undesirable behavior related to the element; a teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Asking clarifying questions about the homework to understand its purpose	
Describing how a homework assignment will deepen their understanding of content, or help them practice a skill, strategy, or process	
Making observations, identifying connections, or asking questions about preview homework	
Comparing, contrasting, or classifying specific aspects of content they have already learned	
Independently practicing a skill or process	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Purposeful Homework

1. My teacher gives me homework that helps me learn.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

2. My teacher always has a good reason for giving homework.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

3. My homework usually helps me practice a skill or explore information I learned in class.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

4. My teacher always gives very clear instructions about homework.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

5. My teacher always allows time for students to ask questions about the homework.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

6. My teacher discusses completed homework assignments with the class.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

Teacher Survey for Purposeful Homework

1. I assign homework that allows students to practice and deepen their knowledge independently.

Often Sometimes Rarely Never I don't know

2. I clearly communicate the purpose of homework to my students.

Often Sometimes Rarely Never I don't know

3. I give students time to ask questions about the homework.

Often Sometimes Rarely Never I don't know

4. I extend activities started in class to provide students with more time.

Often Sometimes Rarely Never I don't know

5. I discuss completed homework assignments with the class.

Often Sometimes Rarely Never I don't know

6. I make sure that parents and guardians have a clear understanding of their role regarding homework.

Often Sometimes Rarely Never I don't know