



Day 3: Homework for learning


PCMI – SSTP 2011

Reflecting on Practice



New seating for today

- You're still in the same room, but may be at a new table today.
- We need a table for Algebra I, Geometry, Algebra 2, and Pre-Calculus. Move to the table you want to work at. We may move you to balance out the tables. Thanks for being flexible.



First on your own (2-3 minutes) ,
then brainstorm (4-5 minutes, at
tables):


When you give homework
assignments, what mathematical
learning goals do you hope to
achieve?

Your table will submit 4
answers to a Google Form Site



Pick a scribe. Your scribe will add the results of your brainstorm:


- **Cal and Vicki's Room:**
- **Art and Teri's Room:**
- **Bill and Judi's Room:**



Activity 2: Designing Purposeful Homework

Your group will be assigned:

- A course (Algebra I, Geometry, Algebra 2, Pre-calculus)
- a mathematical topic hard for students to understand .
- A textbook.
- A specific purpose for designing homework.



Your Task (30 min, then 10 min gallery walk) :

- Design an assignment (30 min . Student time - MAX) about the mathematical topic that addresses the purpose of homework given to you.
- What information about student learning does the assignment provide?
- How can you ensure students get clear, efficient feedback about their understanding?



Activity 3: Reflect/Discuss

We now want you to reflect on your own homework practices. Take 3 minutes individually, 10 minutes for the table and then you will summarize in whole group.



Questions

How could you change what you currently do to:

- Help you learn more about where your students are?
- Better identify student errors/ misconceptions?
- Provide better feedback to students?



Your homework assignment:

- Note: this assignment was created in order to help every participant think about our topic for tomorrow: the impact of *putting a grade* on student work.
- Read pages 13-14 in the article “Working Inside the Black Box: Assessment *for Learning*”, Section entitled *Feedback through Grading* (The rest is very good too, but only pages 13-14 are necessary).