

EFFECT OF TWO INTERVENTION STRATEGIES ON SCIENCE HOMEWORK  
COMPLETION

by

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July 2011

DEDICATION, ACKNOWLEDGEMENTS

I'd like to dedicate this paper to my parents who have always helped and supported me. They have been the foundation that I could always rely upon.

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## ABSTRACT

Two intervention strategies were employed in my high school science classes to determine their effects on homework completion. The first strategy required students to keep an academic planner which would help them to be more aware of homework assignments and due dates. The second strategy was providing homework reminder slips to students that were missing work to see if the reminders would improve total homework completion rates. Rewards were given to students that completed their planners as well as those students that had all work completed for each week. The first intervention strategy did not improve timely homework completion and the students did not feel that the academic planner was a motivating factor for homework completion. The homework reminder slips along with rewards for completed work fared much better and the students approved of this strategy. Most classes showed an improvement in timely homework completion.

## INTRODUCTION AND BACKGROUND

### Project Background

For the past four years I have taught science at Hillsdale High School, a small rural school in south central Michigan. The school has approximately 500 students, most of which are Caucasian; only one percent of students are minorities. The school is located in a low socio-economic region. In September, 2010, Hillsdale County had a 14.5% unemployment rate, which is much higher than the national average. Approximately 50% of students in the school are eligible for free or reduced lunches (Michigan Department of Education, 2010).

Throughout the last four years, one of my major concerns has been the lack of homework completion by students. Some of my students turn in less than half of their assigned work and many others hand in less than 75%. As a new teacher, I was concerned that I was doing something wrong or that the lack of completion was a direct result of the assignments given. Through discussion with my colleagues I came to realize that this was a school-wide problem. One of the math teachers in my school gave a ten question take-home quiz to 26 Algebra I students. The students had four days to complete the quiz and only eight quizzes were returned (N. Tucker, personal communication, December 18, 2010). Results such as these are often typical for this school.

I currently teach biology, physics and earth science to students in grades 9-12. Class sizes range from 20 to 32 students. Traditionally the homework completion in my

physics classes is higher than in other classes because the majority of students who take physics are college bound. The biology class consists entirely of ninth grade students who may not be used to the amount of homework assigned at the high school level. The earth science class is an elective class of students in grades 10-12 and usually contains many students with learning disabilities or lower academic levels.

### Focus Statement

Concern about the lack of homework completion observed in my classes and its possible negative effects on academic achievement led to the primary focus question: Would the implementation of two intervention strategies improve homework completion? I also examined student and teacher opinions of the implemented strategies. The sub-questions that were investigated include:

- How would assignment planners affect the rate of homework completion?
- How would reminders of missing assignments affect homework completion?
- Would rewards affect homework completion?

### CONCEPTUAL FRAMEWORK

Homework assignments are tasks that teachers assign to students to be completed during out-of-school hours. Homework has been a controversial topic throughout history as the value of it has been questioned. It has been supported and then opposed several times throughout the last century (Cooper, 2001). To better understand the homework controversy, many positive and negative effects of homework need to be considered.

There are several immediate positive effects of homework on achievement and learning. One positive effect is better retention of factual knowledge and increased understanding of content material (Cooper, Lindsay, Nye & Greathouse, 1998). Keith and Cool (1992) found that the amount of time students devote to their homework increases their achievement, regardless of their ability or prior coursework. Homework was found to be most effective in the higher grades (Cooper, 2001). Cooper's meta-analysis of homework studies (1989) showed that an average high school student in a class doing homework would outperform 75% of students in a class that was not doing homework. It also showed that 43 out of 50 studies demonstrated that students who spent more time on homework had better achievement test scores, or class grades, regardless of subject matter.

In addition to short-term benefits, there are long-term academic benefits of doing homework. Students are learning during their leisure time, which helps to demonstrate that learning can occur outside of the classroom (Cooper, Robinson & Patall, 2006). Other positive effects of homework are the development of critical thinking skills, concept formation, and information processing (Epstein & Van Voorhis, 2001).

There are many non-academic benefits of homework. Bempechat (2004) states that, "the singular focus on grades and test scores as the primary test of homework's effectiveness is short-sided" (p.190). Students gain greater self-direction and self-discipline. Homework teaches students lessons about the value of effort and the ability to cope with difficulty (Bempechat, 2004). It helps develop motivational skills including responsibility, persistence, confidence, goal setting, planning, and the ability to delay gratification. Thus homework can prepare students for the job they will have in the

future (Corno & Xu, 2004). It also helps students become better at time organization (Cooper, 2001).

Although homework has many positive benefits, there are some negative effects. One possible side effect of homework is the loss of interest in academic material (Cooper, 2001). Homework can also cause physical and emotional fatigue as students feel pressure to complete their assignments (Cooper, 2006). Corno and Xu (2004) have found that repeated negative experiences with homework can turn children off of education or prematurely burn them out.

Another possible negative effect of homework is the loss of leisure time (Cooper, 2001). Kralovek and Buell (2000) found that homework often disrupts family life and interferes with what parents want to teach their children. If students are bogged down with too much homework, they do not have enough time to spend with the family or to participate in extracurricular activities. This could potentially detract from a student's optimal growth (Palardy, 1988)

Homework can help involve parents in the educational experience of their child, but parental interference can be a negative effect of homework. Some parents put a lot of pressure on their children to complete their assignments and to perform well in school (Cooper et al., 2006). Homework may be supervised too loosely or too authoritatively, and often the adults are not well informed about how to help their children with the assignments (Corno & Xu, 2004). Parents can confuse children when their instructional techniques differ from those of the child's teacher (Cooper, 2001).

Some students have not learned to take responsibility for themselves and their actions. Many parents from all socioeconomic levels have not allowed them to do so

(Dichele, 2006). Parents have helped their children with their homework and school projects and often have done much of the work for them. These actions have taken away the sense of competence that one could gain by accomplishing the work independently. As students get older, they are not accustomed to working on their own because they have not had to do so in the past. They have been sheltered against consequences and have not learned how to have persistence (Dichele, 2006).

Cheating is another negative consequence of homework. Students may feel the need to copy off of another student's work in order to complete the assignments given. Other times students are given help beyond tutoring. The helper begins to do the assignment for the child, which does not help the child learn (Cooper, 2001).

Another perceived problem with homework is that it can increase differences between students from different socio-economic backgrounds. Students from low-income households may have to work to help support the family and thus have less time to complete their homework. Low-income families may not have an environment available that is conducive to homework completion. Affluent families may have access to more technology and resources than those with lower incomes. Some parents may be unable to help their children with their homework due to a lack of higher education (Cooper, 2001).

These perceived problems with homework for underprivileged students may be overstated. Many studies have shown that low-income parents care about their student's academic development and that they employ a variety of strategies to help their children succeed and to instill a love of learning (Ogbu, 1995). Low income parents want their children to be prepared for the competitive job market. The idea that "homework

punishes students in poverty for being poor” implies that we should feel sorry for low-income students rather than challenge them (Kralovek & Buell, 2001, p.39). It sends the message that teachers do not feel that low income parents can help their children academically. Put simply, “All children, rich and poor, need to be pushed, not pitied, as they struggle to become mature learners” (Bempechat, 2004, p.195).

Despite its faults, homework can improve academic achievement, especially in middle school and high school students (Cooper, 2001). Cooper, Lindsay, Nye, and Greathouse (1998) found that the more homework that students completed, the higher their report card grades and achievement test scores.

## METHODOLOGY

The first intervention strategy required students to keep an academic planner that recorded assignments and due dates. The second intervention strategy was to provide students with a weekly reminder of missing work. Surveys and interviews, along with collected homework completion data were used to determine the effectiveness of the implemented strategies. The research methodology for this project received an exemption by Montana State University's Institutional Review Board and compliance for working with human subjects was maintained.

The first sample population consisted of 82 students from 3 different high school science classes: Earth science, biology and physics. Students ranged in age from 14 to 18 and were enrolled in grades 9-12. Fifty-two percent of these students were male. The students represented a variety of ability levels and included one student diagnosed with autism and one student with a learning disability.

At the beginning of the marking period, the Pre-Treatment Homework Attitude Scale was administered to the students (Appendix A). The survey used a Likert scale of 1-4 to determine student attitudes toward homework completion. In addition, it provided data on student use of planners, as well as their views on a homework website and homework reminder slips. The responses were coded by assigning a numerical value to each. The quantitative data was then scored and analyzed to determine the percentage of students who chose each response.

A random sample of five students was asked to participate in the Pre-treatment Interview to extend the information collected from the Pre-Treatment Homework Attitude Scale (Appendix B). Interview data was analyzed to determine student opinions of the intervention strategies that were to be implemented. The interviews also allowed students to voice their opinions of the strategies in their own words.

Students were then given an Assignment Planner Page (Appendix C). Students were required to use this to record assignments and due dates. Assignment Planner Pages were collected approximately every two weeks during the treatment period of nine weeks. The pages were checked for accuracy and completion. Students who had their planners completed would receive a reward. Sometimes students were given homework points, other times bonus points for tests and occasionally they would receive an edible treat. Students who were not keeping their Assignment Planner Pages up to date had their names recorded in the Teacher Journal to determine if there was any correlation to assignment completion. The names would be checked against homework completion data for analysis.

Every Friday, Homework Reminder Slips were handed out to students who had not turned in all of the assignments for the week (Appendix D). Students who had handed in all of their assignments for the week, and thus had not received a Homework Reminder Slip, received a reward. The rewards varied week to week. Some weeks the students received extra credit points for their next test, while other weeks they would receive candy or free time during class. A record of Homework Reminder Slips was kept for analysis purposes. The percentage of missing assignments listed on the Homework Reminder Slips that were turned in during the marking period was calculated. This percentage was compared to the amount of late work turned in during the pre-treatment period of study.

Throughout the treatment period I kept a journal and a time log. The journal described my observations regarding students' motivation for homework completion. It was also used to record my thoughts about the Homework Planner Pages' effectiveness and the Homework Reminder Slips' effectiveness throughout the treatment period. The time log provided a record of the amount of time required to administer the two intervention strategies. Both the journal and time log were used to evaluate my own satisfaction with these strategies. I evaluated the amount of work and extra time required to determine if the positive benefits of these strategies outweighed the cost of implementing them.

At the end of the nine week marking period, the Post-Treatment Homework Attitude Scale was administered (Appendix E). The Homework Attitude Scale was used to analyze student opinions of the effectiveness the two intervention strategies for improving homework completion. The quantitative data was scored and compared to the

scores obtained prior to treatment. Five students were randomly interviewed following the questionnaire (Appendix F). The interview data was analyzed to see if student opinions changed during the treatment period and how effective they felt that each strategy was for improving the amount of homework completed.

Hillsdale High School follows a block schedule so all classes last only one semester. At the beginning of the second semester, a similar methodology was applied to a second sample population of new students. Due to time constraints, pre-treatment data was collected from this population for four weeks followed by a four week treatment period. The second sample population consisted of 73 students from 3 different high school science classes: Earth science, 3<sup>rd</sup> period physics and 4<sup>th</sup> period physics. Students ranged in age from 14 to 18 and were enrolled in grades 9-12. Fifty-three percent of these students were male. The students represented a variety of ability levels and included two students diagnosed with autism and three students with learning disabilities.

In order to have a full understanding of the data, I analyzed the two sample populations separately to determine if there were any major differences in outcome. I was curious to see if the changes in student population and treatment time would make a significant difference in the effectiveness of the intervention strategies. I discovered similar trends of the data in both groups so for all further analyses I combined the data from both populations resulting in a larger sample size.

To determine how the homework intervention strategies impacted students' homework completion rates, several data collection tools were used (Table 1).

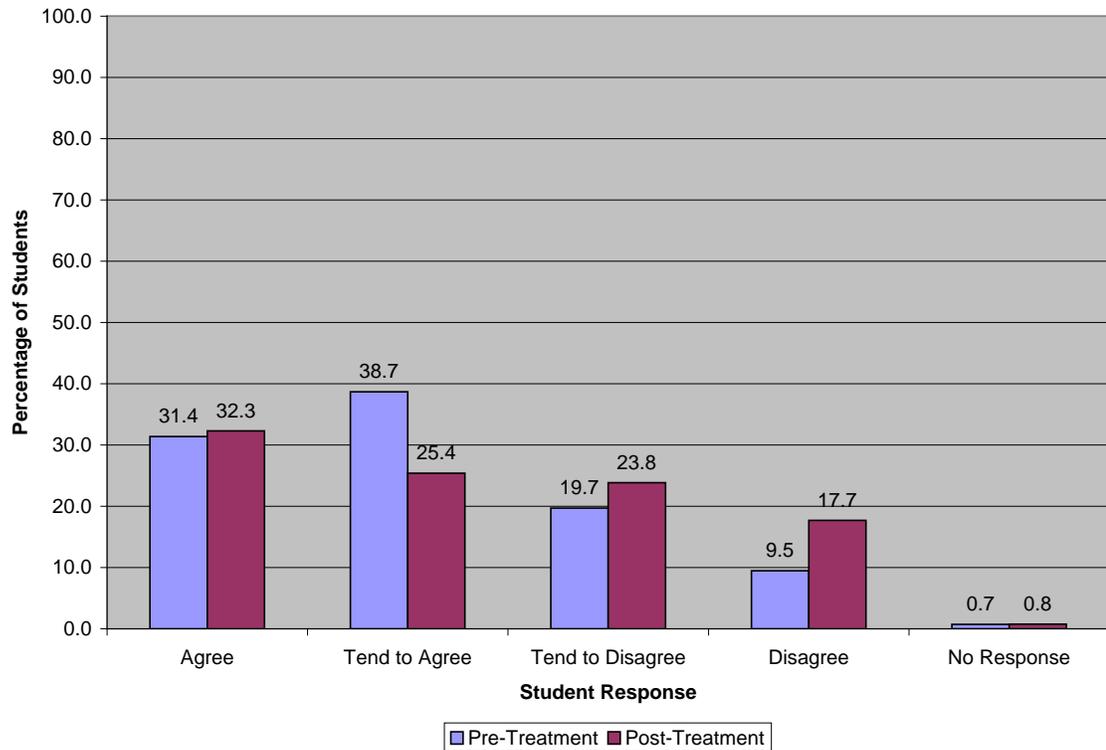
Table 1  
*Summary of Data Collection Techniques*

Research Questions	Data Source 1	Data Source 2	Data Source 3
1. Effect of the intervention strategies on timely homework completion?	Homework Completion Data	Post-Treatment Student Interview	Post-Treatment Homework Attitude Scale
2. Effects of the intervention strategies on overall homework completion?	Homework Completion Data	Post-Treatment Student Interview	Post-Treatment Homework Attitude Scale
3. Student views of Assignment Planner?	Pre-Treatment Homework Attitude Scale	Post-Treatment Homework Attitude Scale	Pre- and Post-Treatment Student Interviews
4. Student views on Homework Reminder Slips	Pre-Treatment Homework Attitude Scale	Post-Treatment Homework Attitude Scale	Pre- and Post-Treatment Student Interviews
4. Teacher Satisfaction?	Teacher Journal	Time-Log	

## DATA AND ANALYSIS

The results of the Pre-Treatment Homework Attitude Scale and the Post-Treatment Homework Attitude Scale revealed that the majority of students in both sample populations felt positive about the necessity of homework for learning. The majority of students, 70.1%, either agreed or tended to agree with the statement *I feel*

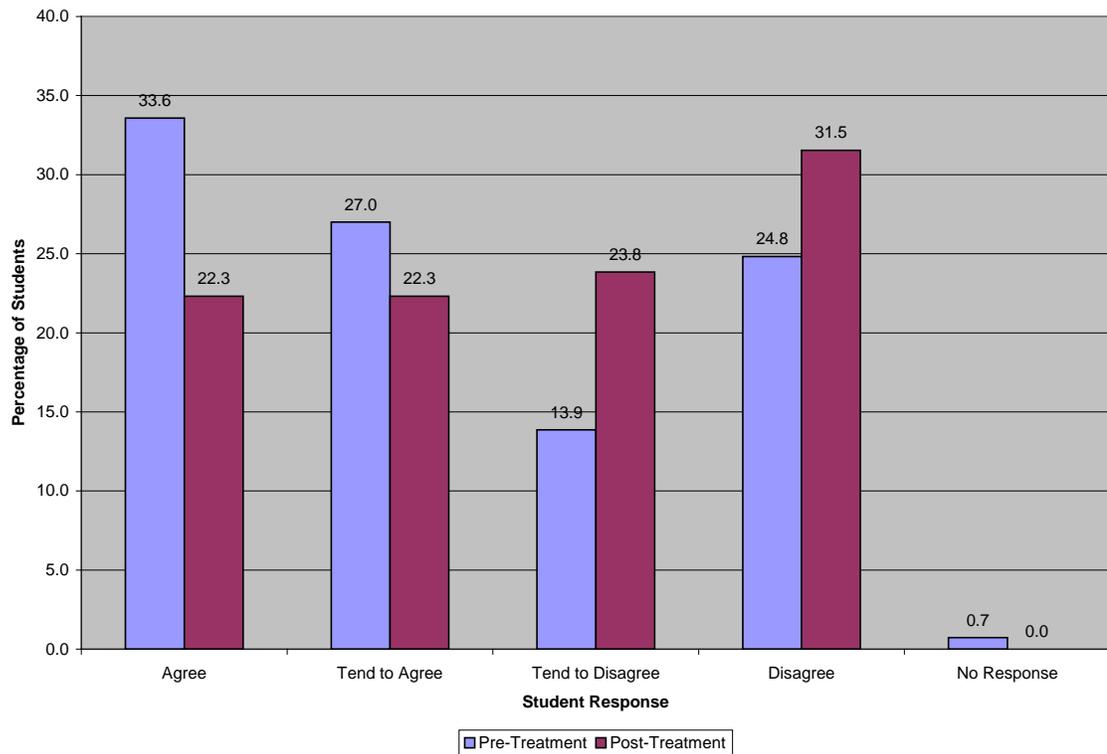
*that homework is necessary for learning* on the Pre-Treatment Homework Attitude Scale ( $N = 155$ ). Following treatment the opinions of students' changed somewhat, but 57.7% continued to feel that homework was necessary as evidenced by their responses on the Post-Treatment Homework Attitude Scale.



*Figure 1. Student Responses to the Statement: I feel that homework is necessary for learning, (N = 155)*

Sixty percent of students agreed or tended to agree with the statement, *If a list of the assignments and their due dates were available online, I would use it*, prior to treatment, but most students following treatment admitted that they had never gone to the internet webpage ( $N = 155$ ). Seventy-eight percent of students disagreed with the statement, *I visited Ms. Gramling's website that listed homework assignments and due dates*.

While many students believed prior to treatment that the use of an academic planner would be beneficial, their responses following treatment indicated that this was often not the case. The percentage of students indicating positive responses to the statement, *I feel that keeping a planner would help me be more aware of homework assignments and due dates*, decreased following treatment ( $N = 155$ ).



*Figure 2. Student Responses to the Statement: I feel that keeping a planner would help me be more aware of homework assignments and due dates, (N = 155)*

These data were reinforced by student interview responses. One student said, “I really didn’t think that the Assignment Planner was useful. I only filled it out for the rewards and didn’t ever look at it.” Another student said, “No, it wasn’t helpful. I didn’t keep it filled out most of the time because I’d forget.” A third student claimed, “It was a waste of time. It didn’t help me at all.” While one student stated, “It was a good idea, I

just didn't need it," the overall response about the usefulness of the Academic Planner Pages during interviews following treatment was a negative one.

A similar trend was observed for reward motivation. The belief of students prior to treatment was more positive than the responses of students following treatment. In this case, however, the positive responses were still favored. Of students in the sample population, 52.6% of students agreed to the statement, *Getting a reward for handing in work on time would motivate me to complete all homework assignments*, while only 40% of students agreed following treatment ( $N = 155$ ).

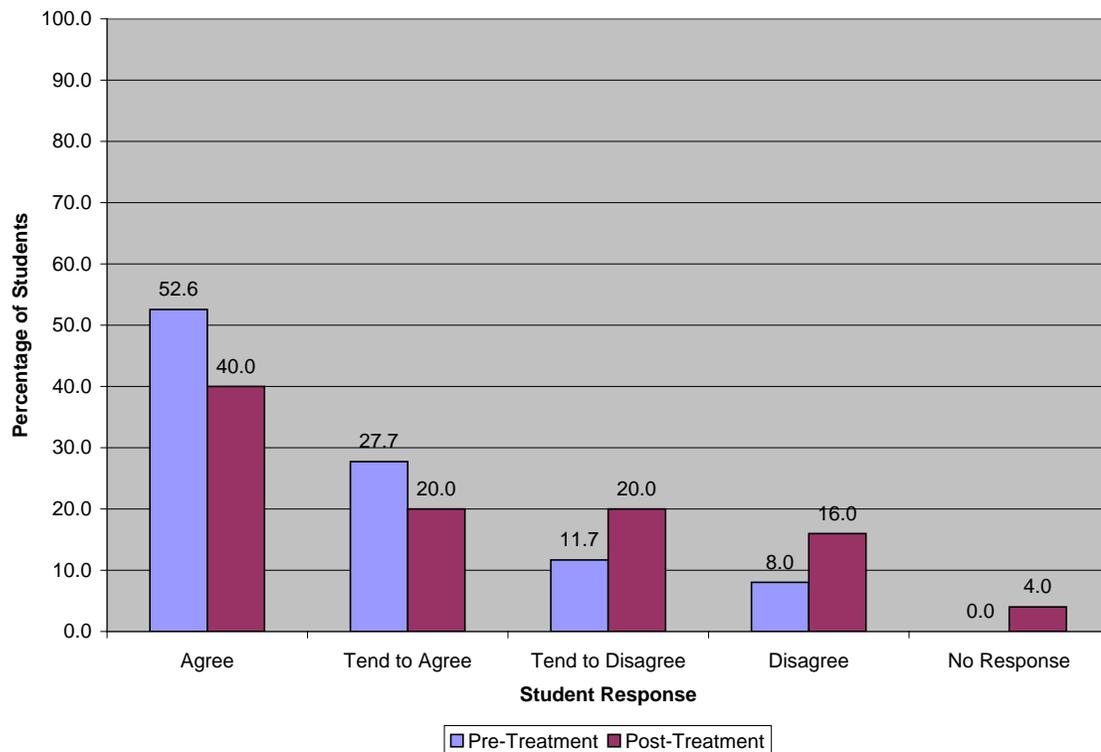


Figure 3. Student Responses to the Statement: *Getting a reward for handing in work on time would motivate me to complete all homework assignments*, ( $N = 155$ )

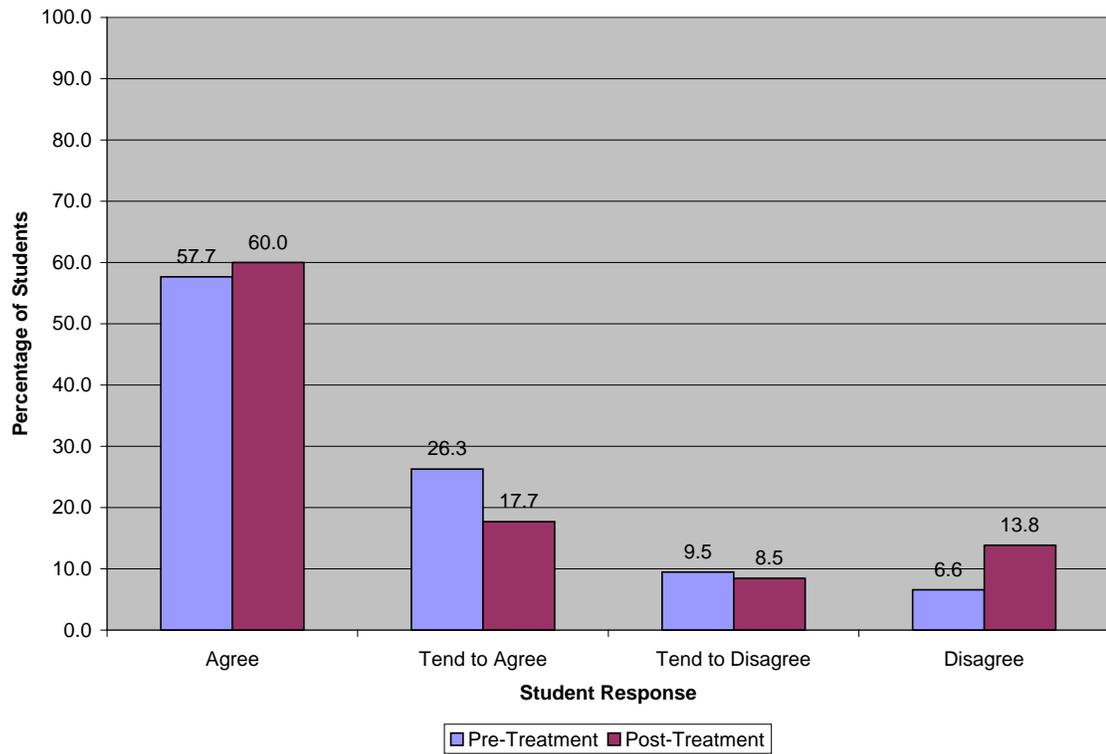
Prior to treatment several student were interviewed about reward motivation. One stated, "I think that candy would motivate me to do my work." Another student said, "I

think that I would be motivated to hand in more work if I'd get extra credit." A third student prior to treatment claimed, "I don't think that getting a reward would motivate me because I already do all of my work."

Following treatment interview responses were as follows. One student said, "I didn't like the rewards given so I wasn't motivated." Another student said, "I liked getting rewards at the end of the week. It made me feel appreciated for my hard work." "I wasn't motivated because of the rewards. I was motivated because I wanted good grades," claimed a third student.

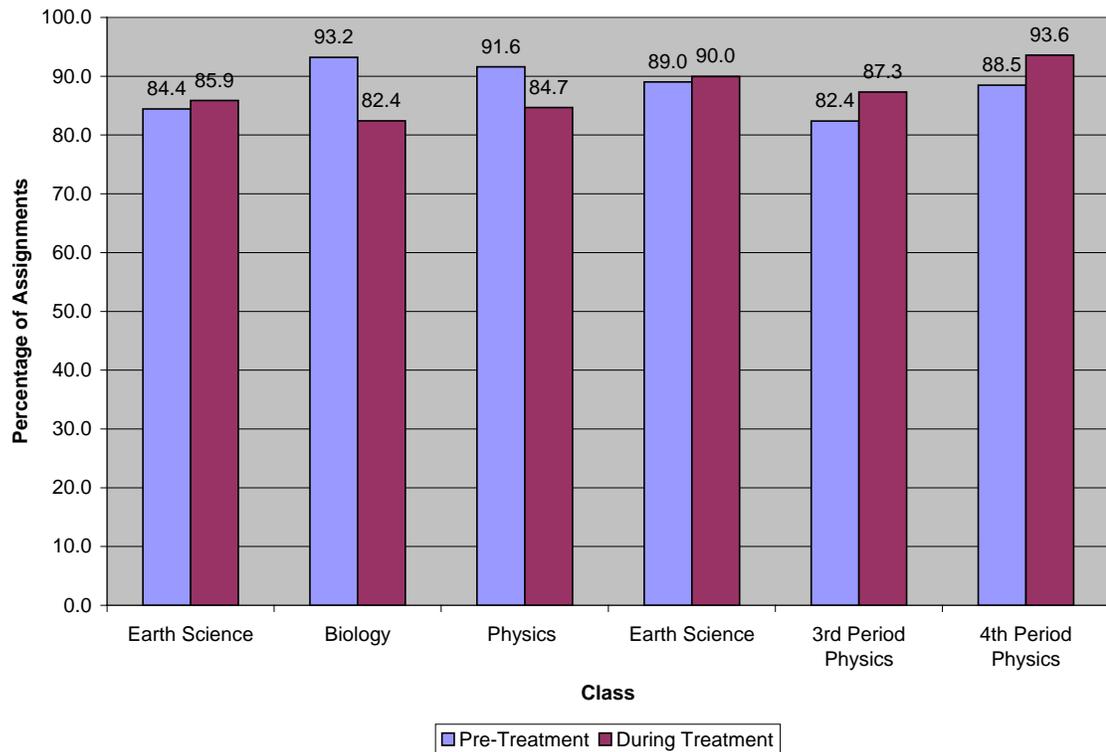
Homework Reminder Slips received a positive response prior to treatment. One student said, "I sometimes don't realize that I didn't hand something in so a reminder would really help." Another student said, "I'd like to know when I didn't hand something in so that I could make sure to get it in." A third added, "I think that it would be useful to know more regularly if I'm missing something so a reminder would be good."

Prior to treatment, 57.7 % of students agreed to the statement, *I would benefit from reminder slips for missing work* ( $N = 155$ ). Following treatment the results were similar with 60% of students agreeing to the statement.



*Figure 4. Student Responses to the Statement: I would benefit from reminder slips for missing work, (N = 155).*

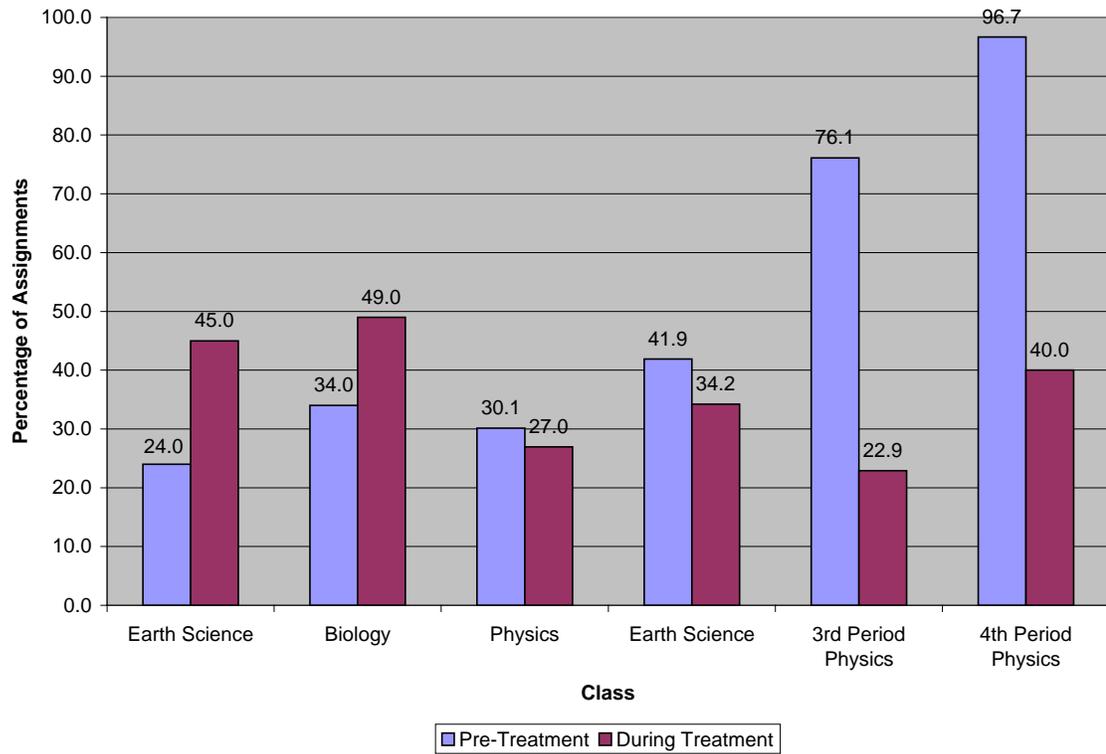
While the percentage of assignments handed in on time rose slightly for most classes, two classes showed a decrease in the percentage of work handed in on time.



*Figure 5.* Percentage of Assignments Handed In On Time

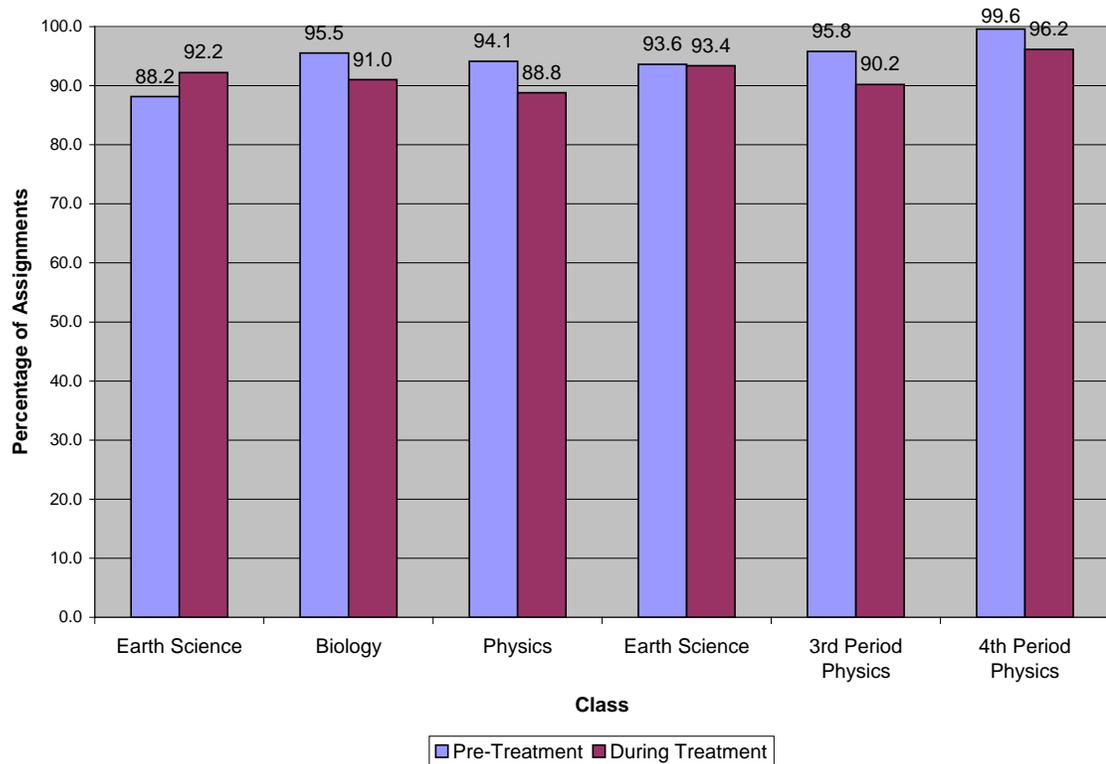
From the information collected in my Teacher Journal, there was a correlation between students that were not completing the Academic Planner Pages and those that were not handing in assignments. However, there were many other students that correctly filled out the Academic Planner Pages and yet still were not handing in assignments on time.

One measure of the effectiveness of the Homework Reminder Slips is the percentage of missing homework assignments that are handed in late. While the students indicated that they benefited from the Homework Reminder Slips, most classes actually turned in fewer missing assignments following treatment.



*Figure 6.* Percentage of Missing Work Handed in Late

Another possible test of the effectiveness of the applied strategies was to examine the total amount of homework completed. While many classes actually showed a decrease in the percentage of assignments completed, all classes completed more than 88% of assignments.



*Figure 7. Percentage of Assignments Handed In*

While the total percentage of completed assignments in most classes decreased following treatment, 20% of students benefited from the intervention strategies. The average change of completion was an increase of 12% of assignments. In addition, 7 students had gains of more than 20%. The student with the largest change turned in 38% more assignments following treatment than before treatment. Also most of the students that benefited from intervention were low-performing students.

Another type of data collected was teacher observations recorded in the Teacher Journal. I observed during both treatment periods that the students were motivated to complete the Academic Planner Pages for the first one to two weeks and then the enthusiasm rapidly wore off. By the end of the treatment period, many students had decided not to use the Academic Planner Pages.

I also observed many assignments being turned in on the day that Homework Reminder Slips were received. Many more assignments were turned in on the following few school days. This indicates that late work was being handed in closer to the due date of the assignment.

The Teacher Time Log was used to determine the amount of extra work time required for administering the two intervention strategies. The Assignment Planner Page strategy took an average of 15 minutes of extra work time per week to implement while the Homework Reminder Slips strategy took an average of 1.5 hours per week. The time required for making the Homework Reminder Slips decreased steadily throughout the treatment period. In the first few weeks of treatment extra work time required was two to three hours but by the end of treatment the time for administration of this strategy dropped to one-half hour per week.

## INTERPRETATION AND CONCLUSION

The results of this study indicate that students feel that homework is necessary to learning. These results match the literature findings. The large percentages of homework completed from each class also confirm that students recognize the value of homework assignments.

The first intervention strategy, requiring students to complete Academic Planner Pages, did not work as intended. Student responses indicated that many did not find this strategy helpful. My own observations confirmed this view because I observed that many students stopped filling out the Academic Planner Pages completely or filled them out at

the end of the week. By not filling in assignments on a regular basis, it is impossible that these pages helped to make students more aware of assignments and due dates.

While many classes showed an improvement on the amount of work handed in on time, I do not feel that this is a consequence of the Academic Planner Pages. Many students have developed other strategies for completing work on time such as writing the due date at the top of the assignment. I also tried to make an effort as the school year continued to clearly indicate what was due each day by writing, “hand in...” on the agenda for the day in the front of the room. Perhaps this change on my part affected the amount of work handed in on time.

While I feel that the Academic Planner Pages were a good idea, I have come to realize that they are not a reliable strategy with my students for improving homework completion. They were easy to implement as a classroom strategy and did not require a lot of extra time on my part, but I do not feel that I will use them again in the future.

The second intervention strategy was far more successful. Many of the students indicated that they liked receiving rewards for handing in all of their work on time and that motivated them to do so. They also liked that the rewards were given on a weekly basis so if they had a bad week it did not affect their future rewards. I observed that the rewards motivated some students, but many students hand in all of their work on time because they are striving for good grades.

The reward motivation part of the second strategy was often costly either in monetary value or in academic rewards. I think that if I continue to use this strategy in the future that I will revise the reward system. Perhaps students handing in all of their work during the week will have their named entered into a drawing. At the end of a few

weeks or at the end of the month there will be a lottery for rewards. I feel that this part of the second intervention strategy was beneficial for improving homework completion and will likely continue to use it in the future in an altered form.

The Homework Reminder Slips were a huge success. I was amazed by the amount of work that would be handed in on the days following the students' reception of these documents. Our school's grading policy indicates that the grade earned on an assignment is reduced if the assignment is late. The amount of reduction is determined by how quickly the assignment is handed in. Giving the students weekly reminder slips resulted in assignments being handed in closer to their due dates and thus higher grades on those assignments.

In addition, the majority of students felt that they benefited from the Homework Reminder Slips. That finding was interesting because only 20% of students actually improved their homework completion. Many students that never received the Homework Reminder Slips indicated that they liked knowing that they had everything turned in. Although this strategy was more time consuming, I will definitely use it in the future.

Due to time constraints, the second sample population treatment period ended before the end of the marking period. I think that this may have had an effect on the amount of missing work that was handed in because there are often a lot of assignments handed in right before the end of the marking period (Figure 6).

This study was valuable to me as a teacher because I was able to identify which strategies implemented in an attempt to improve homework completion actually worked. It also helped me to discover the value in collecting and analyzing data to determine whether or not a classroom strategy is working. In the past I have always used my own personal observations to determine if a classroom strategy was working, but now I know the value of asking students their opinions and collecting data before and after treatment to determine changes.

In addition, this project made me a better teacher. The project required that I have all of my grading up to date on a weekly basis. In the past I have sometimes gotten behind on my grading and the students really enjoyed the early feedback. The rewards aspect of this project helped me to recognize the positive achievements from my students. Often I tend to focus on the problems that need to be fixed and fail to congratulate my students for their efforts. Lastly, this project taught me that it is okay to try new things in my classroom and also okay if those things do not work. I learned as much from the failed homework strategy as I did from the one that worked.

This study helped improve student achievement. This project allowed me to put a lot of focus on homework, which I feel is very important to learning. All of my classes turned in more than 88% of the assigned work following treatment which was much higher than I expected as well as much higher than previous years. Last year's average was 80% completion but one class had only 70% completion.

While I wasn't measuring the effects of homework completion on academic achievement, I noticed that there were fewer low grades following treatment in Earth Science and biology compared to last year's classes. This year 21% of students in Earth science obtained a D or E grade while last year 24% of students received those grades. In biology this year's percentage of D and E grades was 28% which is much lower than last year's 44%. The percentage of low physics grades went up this year but that was expected due to the change in our state's graduation requirements. More students are required to take physics where in years past only the top students took physics. This year's biology class also showed an increase in A and B grades going up from 33% last year to 55% this year. While the increase in homework completion may be partly responsible, I feel that more data is needed to confirm that correlation.

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APPENDICES

APPENDIX A

PRE-TREATMENT HOMEWORK ATTITUDE SCALE

## Pre-Treatment Homework Attitude Scale

The following statements are about attitudes toward homework. Read each statement to see how closely it matches you. Use the following scale to rate your answers.

Agree                      Tend to Agree                      Tend to Disagree                      Disagree  
 1                                      2                                      3                                      4

I complete my homework assignments.	1	2	3	4
I make good use of my in-class work time so that I have less work to do at home.	1	2	3	4
I have a planner that helps me keep track of assignments and due dates.	1	2	3	4
I maintain my planner throughout the entire marking period.	1	2	3	4
I often forget what homework assignment was given or when assignments are due.	1	2	3	4
If a list of the assignments and their due dates were available online, I would use it.	1	2	3	4
I would benefit from reminder slips for missing work.	1	2	3	4
I feel that keeping a planner would help me be more aware of homework assignments and due dates.	1	2	3	4
I often do not know which assignments I'm missing (haven't turned in).	1	2	3	4
I turn in my assignments on time.	1	2	3	4
Getting a reward for handing work in on time would motivate me to complete all homework assignments.	1	2	3	4
I feel that homework is necessary for learning.	1	2	3	4
I need to work on my organizational skills.	1	2	3	4
If I don't get an assignment done in class, I do not finish it at home.	1	2	3	4
I refuse to do homework.	1	2	3	4
My parent/guardian encourages me to complete my homework.	1	2	3	4

APPENDIX B

PRE-TREATMENT STUDENT INTERVIEW

## Pre-Treatment Student Interview

1. What percentage of homework do you feel that you complete?
2. Do you turn your assignments in on time?
3. Do you ever forget what your assignments are for your classes or forget when assignments are due?
4. On a scale of 1 to 10 with 1 being never and 10 being always, how often do you forget your assignments?
5. What are your thoughts regarding assignment planners? Do you think that they might be useful?
6. How would you feel about a website that lists assignments and due dates for this class? Do you think that you would visit the site?
7. Do you think that you would benefit from homework reminders slips to remind you of assignments that were not handed in?
8. If you received a reward for completing and handing in work, would that motivate you to complete homework more regularly?
9. Is there anything that you would like me to know?

APPENDIX C

ASSIGNMENT PLANNER PAGE

# Assignment Planner

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/>				
Due:	Due:	Due:	Due:	Due:
<input type="checkbox"/>				
Due:	Due:	Due:	Due:	Due:
<input type="checkbox"/>				
Due:	Due:	Due:	Due:	Due:

APPENDIX D

HOMEWORK REMINDER SLIP

## Homework Reminder

Name \_\_\_\_\_  
Class \_\_\_\_\_

Assignments Missing:

## Homework Reminder

Name \_\_\_\_\_  
Class \_\_\_\_\_

Assignments Missing:

## Homework Reminder

Name \_\_\_\_\_  
Class \_\_\_\_\_

Assignments Missing:

## Homework Reminder

Name \_\_\_\_\_  
Class \_\_\_\_\_

Assignments Missing:

## Homework Reminder

Name \_\_\_\_\_  
Class \_\_\_\_\_

Assignments Missing:

## Homework Reminder

Name \_\_\_\_\_  
Class \_\_\_\_\_

Assignments Missing:

APPENDIX E

POST-TREATMENT HOMEWORK ATTITUDE SCALE

## Post Treatment Homework Attitude Scale

The following statements are about attitudes toward homework. Read each statement to see how closely it matches you. Use the following scale to rate your answers.

Agree                      Tend to Agree                      Tend to Disagree                      Disagree  
 1                                      2                                      3                                      4

I completed my homework assignments.	1	2	3	4
I made good use of my in-class work time so that I had less work to do at home.	1	2	3	4
I maintained my Homework Planner Pages throughout the entire marking period.	1	2	3	4
I forgot what homework assignment was given or when assignments were due.	1	2	3	4
I visited Ms. Gramling's website that listed homework assignments and due dates.	1	2	3	4
I benefited from reminder slips for missing work.	1	2	3	4
The Homework Planner Pages helped me be more aware of homework assignments and due dates.	1	2	3	4
I often did not know which assignments I was missing (hadn't turned in).	1	2	3	4
I turned in my assignments on time.	1	2	3	4
Getting a reward for handing work in on time motivated me to complete homework assignments.	1	2	3	4
I feel that homework was necessary for learning.	1	2	3	4
I need to work on my organizational skills.	1	2	3	4
If I didn't get an assignment done in class, I did not finish it at home.	1	2	3	4
I refused to do homework.	1	2	3	4
My parent/guardian encouraged me to complete my homework this quarter.	1	2	3	4

APPENDIX F

POST-TREATMENT STUDENT INTERVIEW

## Post-Treatment Student Interview

1. What percentage of homework do you feel that you completed this quarter?
2. Did you turn your assignments in on time?
3. Did you ever forget what your assignments were when assignments were due?
4. What are your thoughts regarding the Assignment Planner? Do you feel that it was useful? Did it impact your homework completion?
5. Did you ever visit Ms. Gramling's website that listed homework assignments and due dates? How often did you visit it? Was it useful? How could it be improved?
6. Did you benefit from the Homework Reminder Slips? Explain.
7. How did you feel about the rewards for completing homework? Did the rewards motivate you to complete more homework?
8. Which did you find more useful (if either), the Assignment Planner, or the Homework Reminder Slips?
9. Is there anything that you would like me to know?