Homework on the Weekend

Homework on the weekend is an important part of our education. First of all, we go to school to prepare for the real world. In the real world, most people work long hours. They may work nights and on the weekends. Sometimes, they don’t have a choice about weekend work. Learning is the same way. It doesn’t happen just during the school week. Doing homework on the weekend is another way to help you learn.

It’s true that there is no school on the weekends. Many students look at the weekend as a time to play or to do other fun activities. No one is saying you need to stay in and do a lot of homework. You need some time for fun. But an hour or so of homework should be fine. There is plenty of time over the weekend to get it done and go have fun as well.

Finally, many students want to go to a college or university. Students do whatever is necessary to help them get into college, even if that means doing homework on the weekend.
Weekends Are for Fun

Homework on the weekends is more harmful than helpful. One university study explored the effects of homework. The study leaders asked, Does homework help students do better in school? Homework had very little effect on younger kids especially. If homework isn’t helping us, why have it on weekends?

Homework can actually harm students. Young people need their weekends. They should forget about school. They should just be kids. Weekend homework is stressful for kids. It ruins their time off.

On weekends kids should spend time with their families. Sports and hobbies are also important. What happens if kids can’t do these things? They are tired and unhappy on Mondays. Tired, unhappy students don’t perform well. Therefore, teachers should not give homework on the weekends.
Item 13

Selected-Response

Why does the author of “Homework on the Weekend” MOST LIKELY mention college?

A. College students often work jobs on weekends.
B. Students in college have to study on weekends.
C. Weekend homework might help students get into college.
D. College is more like the real world than elementary school is.

Item 14

Selected-Response

Which sentence from “Weekends Are for Fun” explains why students would do better in school if they had no homework on weekends?

A. Homework had very little effect on younger kids especially.
B. If homework isn’t helping us, why have it on weekends?
C. On weekends kids should spend time with their families.
D. Tired, unhappy students don’t perform well.

Item 15

Selected-Response

Which sentence describes something the reader learns from reading BOTH passages?

A. Homework is important for young kids.
B. Students should think about their futures.
C. There should be no homework on weekends.
D. It is important to have time to play on the weekends.
Extended Writing-Response

WRITING TASK

Both passages discuss the idea of giving students homework on weekends. Think about the ideas in BOTH passages. Then write an opinion essay about whether students should be given homework on the weekend. Be sure to use information from BOTH passages in your opinion essay.

Writer's Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.
<table>
<thead>
<tr>
<th></th>
<th>ELAGSE4RI8 Informational/Explanatory</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>2</td>
<td>C</td>
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</table>

The correct answer is choice (C) Weekend homework might help students get into college. The author mentions that students who aspire to go to college would "do whatever is necessary" to get into college, and the author's overall purpose is to encourage weekend homework. Choice (A) is incorrect because the author mentions nothing about college students' jobs. Choices (B) and (D) are incorrect because although they *could* be used to support the author's argument, they are less directly related to the author's final argument than choice (C) is.

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<thead>
<tr>
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<th>ELAGSE4RI1 Informational/Explanatory</th>
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<tbody>
<tr>
<td>14</td>
<td>2</td>
<td>D</td>
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The correct answer is choice (D) Tired, unhappy students don't perform well. This suggests that if students did no weekend homework, they would be neither tired nor unhappy, and they would perform better than if they had done weekend homework. Choices (A) and (B) are incorrect because even if homework has *no* effect, we cannot logically conclude that students would do *better* in school if they did no weekend homework; they might perform in exactly the same way. Choice (C) is incorrect because it bears no relevance to the question. The author makes no connection between family time and school performance.
<table>
<thead>
<tr>
<th>Item</th>
<th>Standard/Element/Genre</th>
<th>DOK Level</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
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<tbody>
<tr>
<td>15</td>
<td>ELAGSE4RI1 Informational/Explanatory</td>
<td>3</td>
<td>D</td>
<td>The correct answer is choice (D) It is important to have time to play on the weekends. This point is mentioned in both articles. Choice (A) is incorrect because the articles don’t say homework is important for young kids. Choice (B) is incorrect because only one of the articles talks about students’ futures. Choice (C) is incorrect because no homework on the weekend is supported by only one of the articles.</td>
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<td>16</td>
<td>ELAGSE4W1, ELAGSE4L1, ELAGSE4L2</td>
<td>4</td>
<td>N/A</td>
<td>See scoring rubric beginning on page 73 and exemplar response on page 66.</td>
</tr>
</tbody>
</table>
Item 16

The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based opinion response on pages 73 and 74 to see why these examples would earn the maximum number of points.

Many kids complain if they have homework on the weekend. Some say it is even harmful. However, I agree with the writer of “Homework on the Weekend” that weekend homework is an important part of our education.

First of all, homework helps us learn. As the writer points out, learning “doesn’t happen just during the school week.” There is not enough time during the school day to learn everything we need to know. That’s why teachers give us homework on the weekend. We can practice what we are learning so we understand it better.

Secondly, homework also helps get us ready for college and the real world. Just like adults, we have to learn to work even when we don’t really feel like it. We will learn that if we do our work quickly, we have more time for fun.

Finally, there is no reason why we can’t do our homework and have fun too. I agree with the writer of “Weekends Are for Fun” that kids need time for sports and hobbies, and need to spend time with family. But as the writer says in “Homework on the Weekend,” an hour or so of homework is not too much. There is still enough time for fun activities and relaxing on the weekends.

In conclusion, I think it is fine for students to have homework on the weekend. It is another way to help us learn and will help prepare us for the real world. If we plan our time well and work hard, we can get our homework done and still have time for fun.

OR

Should kids have homework on the weekend? People have different opinions about this topic. I agree with the writer of “Weekends Are for Fun” that students should not get homework on the weekend.

One reason kids get homework is because people think it helps us learn. But, according to the passage, a study showed that homework does not help kids do better in school. Even worse, it causes stress and takes time away from sports, hobbies, and being with family.

Another reason kids get homework is that people think it prepares us for the real world. But we are kids, not adults. As the writer says in “Weekends Are for Fun,” kids “should forget about school. They should just be kids.”

In “Homework on the Weekend,” the writer says that one hour of homework on the weekend is fine. But for many students, homework takes longer than an hour, especially if the work is more difficult for them. They may not have enough time to relax. They will feel tired on Monday morning when it is time to get up for school.

For these reasons, I think that kids should not have homework on the weekend. Homework does not help us learn and it does not prepare us for the real world. In fact, it can even be harmful because it causes stress. Instead of spending weekends doing homework, we need time to relax and just be kids.
## Seven-Point, Two-Trait Rubric

### Trait 1 for Opinion Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
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</table>
| Idea Development, Organization, and Coherence | 4 | The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.  
- Effectively introduces a topic and clearly states an opinion  
- Creates an effective organizational structure that logically groups ideas and reasons to support the writer’s purpose  
- Provides clear reasons that are supported by facts and details  
- Uses linking words and phrases effectively to connect opinions and reasons  
- Provides a strong concluding statement or section related to the opinion presented |
| | 3 | The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.  
- Introduces a topic and states an opinion  
- Provides some organizational structure that groups ideas and reasons to support the writer’s purpose  
- Provides reasons that are supported by facts  
- Uses some linking words to connect opinions and reasons  
- Provides a concluding statement or section related to the opinion presented |
| | 2 | The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.  
- Attempts to introduce a topic and state an opinion  
- Attempts to provide some organization, but structure sometimes impedes the reader  
- Attempts to provide reasons that are sometimes supported by facts  
- Uses few linking words to connect opinions and reasons; connections are not always clear  
- Provides a weak concluding statement or section that may not be related to the opinion |
| | 1 | The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.  
- May not introduce a topic or state an opinion  
- May not have any organizational structure evident  
- May not provide reasons that are supported by facts  
- May not use any linking words to connect opinions and reasons  
- Provides a minimal or no concluding statement or section |
| | 0 | The student will receive a condition code for various reasons:  
- Blank  
- Copied  
- Too Limited to Score/Illegible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |
# Seven-Point, Two-Trait Rubric

## Trait 2 for Opinion Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br&gt;This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.&lt;br&gt;</td>
<td>3</td>
<td><em>The student’s response demonstrates full command of language usage and conventions.</em>&lt;br&gt; - Has clear and complete sentence structure, with appropriate range and variety&lt;br&gt; - Shows knowledge of language and its conventions when writing&lt;br&gt; - Any errors in usage and conventions do not interfere with meaning*&lt;br&gt;</td>
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<td>2</td>
<td><em>The student’s response demonstrates partial command of language usage and conventions.</em>&lt;br&gt; - Has complete sentences, with some variety&lt;br&gt; - Shows some knowledge of language and its conventions when writing&lt;br&gt; - Has minor errors in usage and conventions with no significant effect on meaning*&lt;br&gt;</td>
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<td>1</td>
<td><em>The student’s response demonstrates weak command of language usage and conventions.</em>&lt;br&gt; - Has fragments, run-ons, and/or other sentence structure errors&lt;br&gt; - Shows little knowledge of language and its conventions when writing&lt;br&gt; - Has frequent errors in usage and conventions that interfere with meaning*&lt;br&gt;</td>
</tr>
</tbody>
</table>
| | 0 | *The student will receive a condition code for various reasons:*<br> - Blank<br> - Copied<br> - Too Limited to Score/Illegible/Incomprehensible<br> - Non-English/Foreign Language<br> - Off Topic/Off Task/Offensive**

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.*