Late Work Policies: Their Impact on Student Achievement

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Late Work Policies: Their Impact on Student Achievement
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Research Question

What are various methods that can be utilized in the classroom when implementing a late work policy? Which elements should be kept in mind when creating a late work policy?

Literature Review

• Late work allows for students to learn material and should be taken into consideration when planning a course (Guskey, 2004; Wormeli, 2006).

• The original purpose of assignments is for students to learn classroom material, not accountability (Carifio & Carey, 2013; Docan, 2006; Guskey, 2006; Mader, 2009).

Methodology

• Participants: Approximately 50 Freshmen World History students and 5 high school Social Studies teachers were surveyed.

• Data Sources: Student surveys, Teacher interviews, and Student teaching memos

Results and Data Analysis

• Majority of students preferred and thought late work penalties were fair. Those who did not, cited completion of work as justification.

• Teachers had policy of allowing late work to be turned in before a unit exam.

• Figure 1 goes against established literature on late work policies (Carifio & Carey, 2013) whereas Figure 2 shows the range in responses (Zoeckler, 2007).

Conclusion

• No Penalty Policy: This will increase student motivation to turn in late work.

• Point Based Policy: Emphasis is placed on student accountability.

• Collective Classroom Determination: Promotes awareness of classroom policy and while opening up dialogue between students and teacher.

• Further research could be conducted with students of all grade levels in high school have a consistent opinion.