

**\*NEWLY PROPOSED REGULATION**REGULATIONS PERTAINING TO INSTRUCTIONAL ASSIGNMENTS – ELEMENTARYI. All Instructional Assignments

Elementary instructional assignments should be authentic, meaningful and engaging. They shall have specific and clear directions that include a description of required products and performances. These should have a clearly articulated purpose and evaluation criteria which students and parents can use to determine successful task completion. Effective elementary instructional assignments should also:

- Help students prepare for, build upon, reinforce, and/or enhance learning in the classroom;
- Reinforce students’ sense of responsibility, personal accountability, and engagement;
- Be appropriate for the age and stage of development of the learner; and
- Acknowledge individual differences among students, including varying instructional reading levels.

Elementary instructional assignments shall be differentiated to match the needs of students, including, where feasible, differentiation for students whose learner profiles, primary languages, need for enrichment and /or practice, and family support systems may vary.

II. Out-of-Class Instructional Assignments

Out-of-class elementary assignments should reflect research-based recommendations for time requirements. The following are recommended time allocations for out-of-class assignments at each elementary grade (reflecting the total amount of time spent daily on out-of-class assignments over four nights a week for a typical student):

	<u>Assignments - Maximum Daily Minutes</u>	<u>Reading Practice – Minimum Daily Minutes (Read to Self or Be Read To for K-2)</u>
<u>Kindergarten</u>	<u>0</u>	<u>15</u>
<u>1<sup>st</sup> Grade</u>	<u>10</u>	<u>20</u>
<u>2<sup>nd</sup> Grade</u>	<u>20</u>	<u>20</u>
<u>3<sup>rd</sup> Grade</u>	<u>30</u>	<u>20</u>
<u>4<sup>th</sup> Grade</u>	<u>40</u>	<u>20</u>
<u>5<sup>th</sup> Grade</u>	<u>50</u>	<u>20</u>

Teachers should identify which out-of-class instructional assignments will be graded. In all cases, students should receive feedback on out-of-class assignments. If a pattern of missed assignments occurs, the teacher will communicate with the student’s parent/guardian.

Mandatory elementary instructional assignments shall not be assigned over long vacation breaks (e.g., Thanksgiving, winter and spring breaks, etc.). Long-term projects should be assigned as least two weekends before the work is due.

Established:

Legal Refs.: Code of Virginia, 1950, as amended, §22.1-78

Cross Ref: IFA: Assessment and Evaluation  
IFA-R: Assessment and Evaluation Regulations  
IKD Instructional Assignments - Elementary  
IKA Parental Involvement with Instruction

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