

12-2013

# Improving Homework Completion by Improving Class Website

Marcy Kickhafer  
*St. Catherine University*

Follow this and additional works at: <https://sophia.stkate.edu/maed>

 Part of the [Curriculum and Instruction Commons](#)

---

## Recommended Citation

Kickhafer, Marcy. (2013). Improving Homework Completion by Improving Class Website. Retrieved from Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/maed/17>

This Action Research Project is brought to you for free and open access by the Education at SOPHIA. It has been accepted for inclusion in Masters of Arts in Education Action Research Papers by an authorized administrator of SOPHIA. For more information, please contact [amshaw@stkate.edu](mailto:amshaw@stkate.edu).

# Improving Homework Completion by Improving Class Website

An Action Research Report  
By Marcy Kickhafer

# Improving Homework Completion by Improving Class Website

Marcy Kickhafer

Submitted on December 18, 2013  
in fulfillment of final requirements for the MAED degree  
St. Catherine University  
St. Paul, Minnesota

Advisor \_\_\_\_\_

Date \_\_\_\_\_

## Abstract

The investigation was intended to find the effect of improving a class website would have on improving homework completion in algebra 2 classes. The research was conducted in two algebra 2 classes at the secondary level. There were sixty-nine students ranging from grades ten through twelve involved in the study. The majority were from white middle and upper class families. Thirty-eight of the participants were students who I had in a previous mathematics course. The data collection instruments used were student surveys, teacher grade books, homework checklists, and a website tracking service. The data showed a positive effect on student homework completion and concept understanding for students who utilized the tools on my website. The data also showed an improvement to the number of visitors to the class website. The results of this research indicate the improvements made to the class website may help students improve their homework completion rate.

Homework is necessary in education. In mathematic classrooms, most students need the practice that homework allows. Practicing and apply concepts learned in the classroom will allow the students to find a deeper understanding that will remain with them as they continue on in their education. Every year, I find the mathematics department, parents, special education teachers, counselors, and administrations voicing their frustration in student homework completion rates. There seems to be a lot of time and energy used to track down missing assignments and pleading with students to finish or hand in those assignments. I decided to focus my action research project on homework completion. After thinking about items that would possibly help students with homework completion and what is important to students in their lives; I found it reasonable to pair improving my class website to improving homework completion rates.

Assigning homework to students can be a daunting task. Finding the right combination of problems to help the students practice concepts which will allow them to reach understanding, but not causing student frustration, can be difficult. Teachers need to be careful to not reduce assignment demands to where it could affect academic achievement (Logan & Skinner, 1998). Students at the secondary level should expect and anticipate homework in mathematics classes. Many students need to practice the concept presented in the classroom in order to obtain a deeper understanding of the concept. My algebra 2 students will have homework assigned every class, except on days they are given a chapter assessment. At the secondary level, higher achievement is often associated with students being assigned more homework and more frequently (Bempechat, Li, Neier, Gillis, & Holloway, 2011). Since there is a correlation, for many students, between being assigned, then completing homework to their understanding of

the concept; student homework completion rate is important to many teachers and parents.

There are many advantages to students completing their homework. Completing homework allows students to retain the information, increase understanding, become better critical thinkers and information processors. It allows for enrichment of the curriculum (Cooper, 2001). Other factors include long-term academic benefits as well as nonacademic benefits. (Cooper, 2001) suggests an improved attitude toward school, better study skills and habits, better self-regulation; such as discipline and direction; better time organization, more problem solving skills, as well as the student becoming more inquisitive. Teachers need to keep student interests in mind when developing homework. The amount of homework completed is connected to the level of student interest (Xu, 2008). Student interest is not only helpful for homework completion, but also behavior. (Hinton & Kern, 1999) suggest that disruptive behavior can be reduced if homework is related to student interest. When choosing problems for student assignments, I try to find a balance in problems to help them practice, but also include problems students may find interesting, or in the least, find a real-world application of the concept. This allows the student to see the importance of learning the concept, rather than always asking the “when will I ever use this?” question.

Technology is a valuable resource for teachers, parents, and students. Most of my students access the internet at least once a day. Some schools are going completely paperless and utilizing the internet completely for learning and understanding the information. They are also using the internet as a resource for teachers to assign homework and the students to turn in their homework. The internet allows parents and

students convenient access to information. The internet can be used as a tool to help support students and parents in understanding the material. Teachers can also use it to individualize homework and involve the family in the learning and homework process (Salend, Duhaney, Anderson, & Gauchalk, 2004). Teachers can include the following on their website: syllabus, homework list, helpful sites, videos, purpose of homework, amount and type of homework, criteria for evaluating homework, study habit strategies, a place for suggestions, a place for students to turn in their work, and much more.

The action research study includes two sections of a regular algebra 2 course in one of two public high schools in a large school district in central Minnesota. There will be a total of 70 students (grades 10-12); 38 of the students I have had in a previous mathematics course (algebra 1 or geometry). Of the 70 students 32 are male, while 38 are female. Other characteristics of the students are that there are 6 students on either an IEP or 504 Plan, 4 students are in ELL courses, and 2 are foreign exchange students from Germany. I have 1 Asian student, 2 Hispanic students, 5 black students, 8 Somali students and 54 white students. The other item I looked at while analyzing my 70 students was their GPA. I have 4 students who do not have a GPA listed in their information, these students would include any students new to our school this year and the guidance office has not put in their transcript information. I have 8 students who have a GPA less than 2.0. The number of students who have earned a 2.0-2.999 GPA is 32, while 23 have earned a 3.0-3.999. I only have 3 students who have earned a 4.0 or greater. I am comparing homework completion rates of the two classes, specifically; I am paying close attention to the 38 students I have in previous mathematic courses.

The need to improve my website and improve homework completion led to my action research question: To what extent can homework completion by algebra 2 students be improved by developing a more homework-friendly class website? The next section will elaborate on my data sources as well as how I improved my class website. It will also include information on why I chose to make the changes to my website.

### Description of Research Process

I collected data over a six-week period between August and October, 2013. I collected data from four sources: my class website, my previous grade book(s), an assignment checklist, and student surveys. Two of these sources, class website and assignment checklist, were used throughout the process, while the remaining two, previous grade book(s) and student surveys were used at the beginning of the process and then again at the end of the process.

My website is the main focus for this research project. During the process, I am updating my class website to better meet the needs of the students and parents. I am updating the website with the following information: class syllabus (see Appendix A), class quarter schedule (see Appendix B), class weekly schedule (see Appendix C), providing a link to videos of the lesson we are covering in class each day (see Appendix D), my daily schedule, my contact information, a contact form, online textbook log-in information (see Appendix E), and a website providing useful links (see Appendix F).

The class syllabus and quarter schedule are pdf documents uploaded to the website. This allows students and parents to print off these documents for their records or reference at any point during the semester. The syllabus online is the same syllabus the



students received in class. The quarter schedule is the same schedule they would find in my classroom. The weekly schedule is put on the website, so students could quickly see what they will be assigned for the week. The link to the lesson videos will take the students to another algebra 2 teacher's website. This teacher and I have been working together on our algebra 2 curriculum. We have common curriculum and assessments throughout the year.

The videos are made by using the free Educreations application on an iPad. This program allows teachers to use pictures, typing, and writing to create a video. Students are able to see and hear my colleague demonstrate the lesson concepts through pictures and working through examples. The videos can be saved as private or public, and then they can be embedded into existing websites or a link given to students to access them online. A further use for this application is for students to ask and answer questions on the website. It could become a working online classroom about the mathematic concepts.

Other information on my website includes my daily schedule and contact information. These are made available to both students and parents. The mathematic books we use have an online edition, so students can use the resource while away from the classroom. The website and login information is listed on my website for students to view. Finally, I have made a website providing useful links. These sites may help the students find videos and/or information regarding the topic we are covering in class.

Throughout the research project I am monitoring daily and weekly visitors to my website. In previous years, I have had limited traffic to my website, so I am looking for improvement. I have created a class website using Weebly.com. One feature of a

Weebly.com website is that it allows website owners to view statistics of their site. Since, I am only using the free website; I can only view the number of visitors to my site each day (see Appendix G). I am taking that information and also comparing the number of visitors to my site each week during the six-week process. Tracking my visitors to my website allows me to see how many of my students and/or parents visit my website on a daily and weekly basis; ultimately informing me of the usefulness of the improvements I have made.

Since I am comparing some students' current homework completion rates to their previous completion rates in a previous mathematics class, I have referenced my grade books from the last two years. I computed homework completion rates based on the students' first five weeks of school in a previous mathematics course. I will take the number of assignments actually completed by the student divided by the total number of assignments. I have had these students in algebra 1 and/or geometry class. If the student has been in my classroom both years, then I will find the average of those two completion rates. In week six of the process, I will be using the homework checklist (see Appendix H) to compare their current homework completion rate to their previous completion rate found here.

As the six weeks progressed, I used a checklist to mark which assignments were completed by the students. Each day, I checked off the assignments turned in on the due date, as well as if the assignment was turned in, but turned in late. This checklist was used for grading purposes in the class, but also used to find homework completion rates for this research project. To find the homework completion rate, I used the same formula as I had for the previous years' assignments, the number of assignments actually

completed by the student divided by the total number of assignments. I kept track of this on paper; however, it could be put onto a spreadsheet to figure the completion rate as you go through the six weeks.

I utilized two surveys to find information from students regarding their use of teacher websites. I used a survey (see Appendix I) at the beginning of the process, during week two, to ask about past use of their teacher's website. This survey consisted of questions regarding their use of their previous teacher's website: how many times visited, what they found helpful in a teacher's website, internet use outside school, and number of times Skyward is checked during a week. Skyward is our district's attendance and grading software. This first survey was conducted online through [monkeysurvey.com](http://monkeysurvey.com), a link for the survey was put on my class website. Students were asked to go online and fill out the survey. This particular survey was used to get student information regarding what they would want in a teacher website. The second survey (see Appendix J) was conducted at the end of the data process to find information out regarding use of my website. This survey was given to the students during class in a paper format. This survey included questions regarding number of times the student visited my website, internet use outside school, what they found helpful on my website, the number of times Skyward is checked weekly, suggestions for other items to include on website, suggestions for any other ways teachers can help improve homework completion rates.

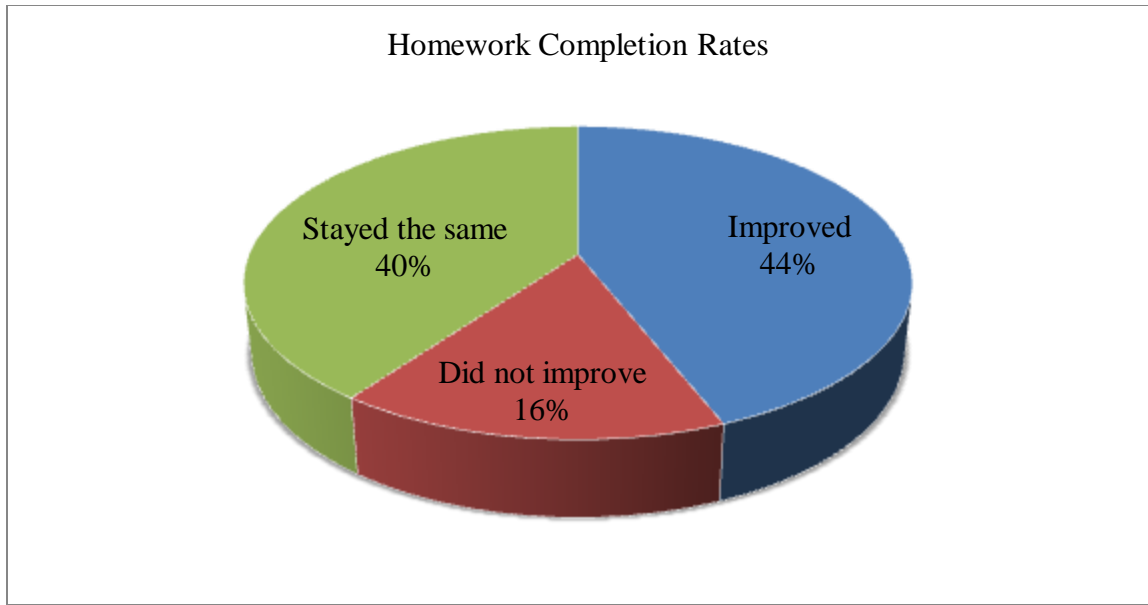
In the next section, I will analyze the data collected over the six-week period. As I analyze the data I will focus on determining if classroom homework rates are increased based on improvements made to my website. I will use the pre-survey and the post-survey to document all of my students' use of my website. I will use the grade book and

the checklist to monitor students' homework completion rates compared to their previous rates.

### Analysis of Data

Through the six-week period, I collected data from various sources. I chose to analyze data from my previous and current grade books. I was able to use these resources to see if there was improvement to my students' homework completion rate. I also used my website's visitor tracking tool to see how many visitors I had to my website each day. I also chose to analyze the post-survey. This survey allowed me to see how many students used my website and what they found valuable while using my website.

The first source I utilized was comparing my previous grade books to my current grade book/ student assignment checklist. I had 38 of my 70 student in a previous class. Some of the students were in my algebra 1 class, while others were in my geometry class. I was able to check their previous homework completion with their current homework completion. I found that 44% had improved their homework completion, 40% had kept the same homework completion rate, while 16% of the students had shown a decrease in their homework completion. You can see the results in the pie chart below (see Figure 1). I find it encouraging that 84% of the students had either kept their same completion rates or had improved their completion rates.



*Figure 1.* Current vs. previous homework completion rates.

Next, I kept track of my website visits per week. Last year, my website had an average of 21 visits per week. Updating my website, did increase the number of visitors to the site each week. A free website account through weebly.com allows you to see how many visitors your site has had each day. They include a number line, which covers about a five week period. I decided to track my visitors by week. Week 1 was considered August 25-31, week 2 was September 1-7, week 3 was September 8-14, week 4 was September 15-21, week 5 was September 22-28, and week 6 was September 29-October 5. Figure 2 will show my visits per week (see Figure 2). During week 1 I had 64 visits to my website. During this week, my school had hosted open house for all freshman and new students. During week 2, school had started. During this week I had 45 visits to my website. Week 3 showed 87 visits to my site, week 4 had 50 visits, week 5 had 46, and finally week 6 had 44 visits. From week 1 through week 6 I had 336 visits to my site. This is a 167% increase in traffic compared to last year.

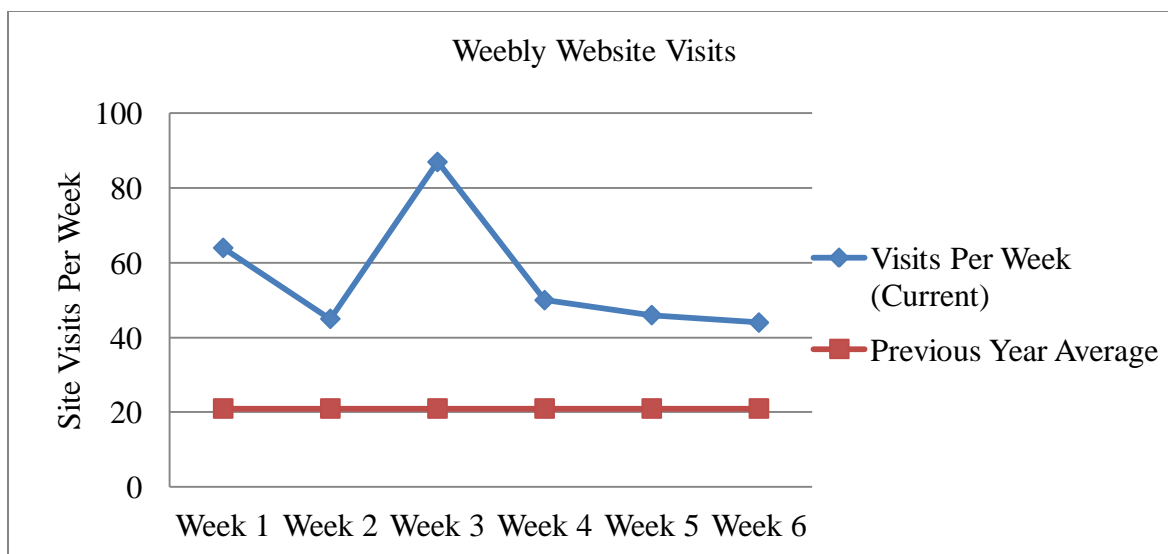


Figure 2. Weebly website visits compared to last year's average.

Next, I had the students take a survey so I could gather information regarding the use of my website. This survey was conducted in class by 67 of my algebra 2 students. There were three students absent the day I conducted the survey. I asked the students to provide feedback regarding my website. The first question I asked was regarding if they had me as a teacher in a previous mathematics course. I had 37 answer yes, 29 answer no, and one student did not answer. My next question asked how many times they had accessed my website in the previous mathematics class (see Figure 3). I had one students reply with more than 10 visits, 19 students visited my sight 1-10 times, 24 students said they had visited my site zero times and finally, 24 students had not visited my site, because they had not been my student.

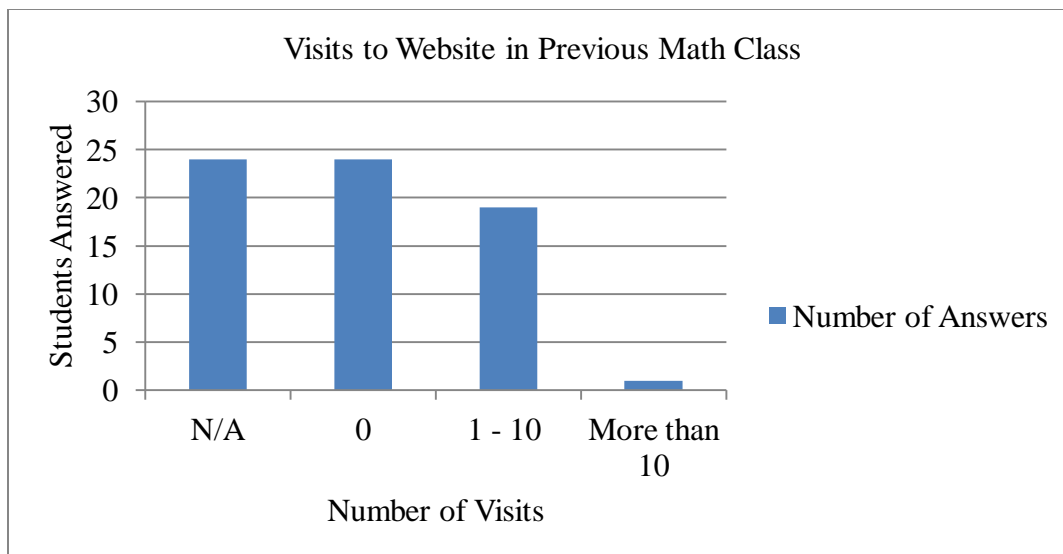


Figure 3. Number of visits to website in previous math class.

Question number three asked the students if they access to the internet outside of school on a daily/nightly basis (see Figure 4). I asked this question for two reason; I was curious to find out for classroom purposes like projects, and secondly to find out if the students could check my website outside of school. I found that 60 students responded they did have access outside of school, 5 did not have access, and 2 students did not respond to this question.

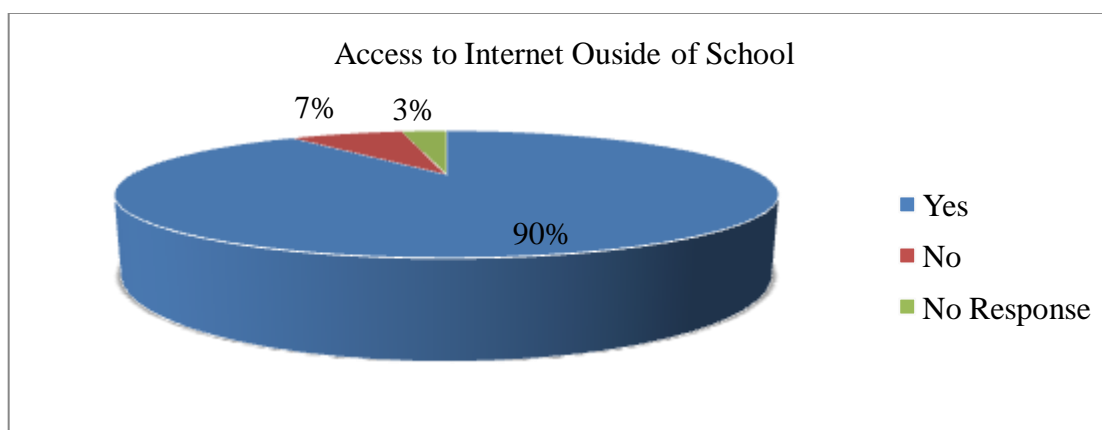
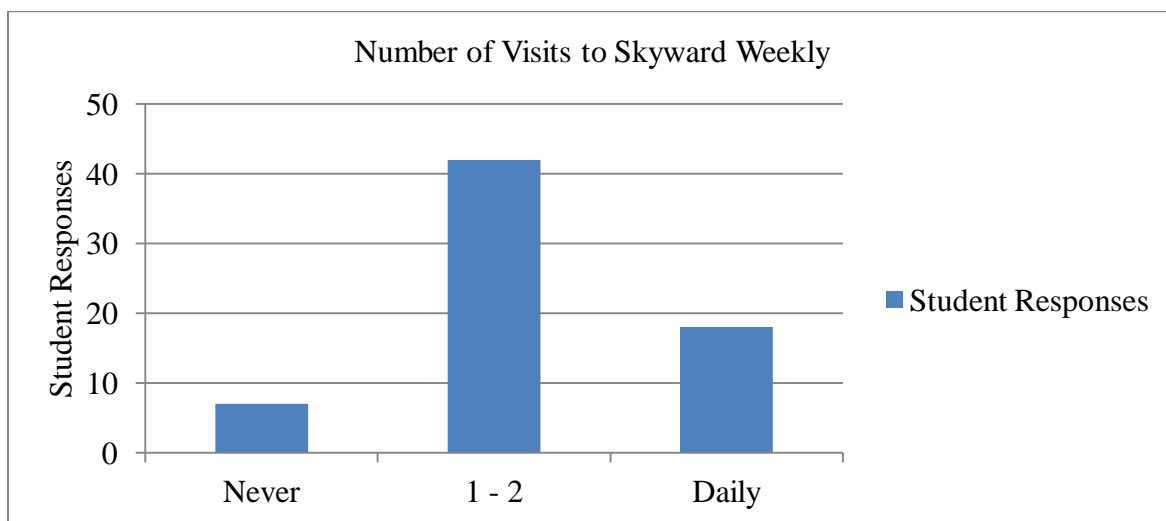


Figure 4. Access to the internet outside of school on a daily/nightly basis.

The next question was asked regarding the number of times they check their grades and attendance on our district grading site. This question was beneficial to me as a teacher beyond this research project, but I used it toward this project because if they are checking Skyward, they could also be checking my website. I found that 18 students responded they check it daily, while 42 students check it once or twice a week, finally 7 never check Skyward (see Figure 5).



*Figure 5.* Student responses to number of visits to skyward on a weekly basis.

Question five asked the students if they felt their homework rate had improved. I had 46 students answer yes, 15 students answer no, and 1 student not respond (see Figure 6). This information showed me how many students think they are improving.



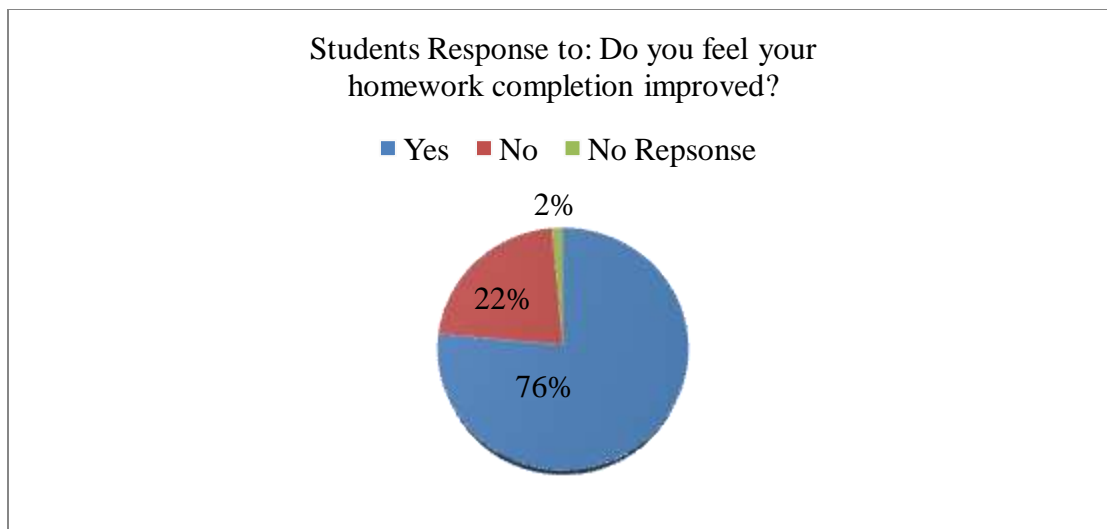


Figure 6. Do you feel your homework completion improved?

The next four questions were asked regarding my weebly website this year. You will see the data in figures 7-10, in respect for each question. The first question in this set asked the students how many times they accessed my website this year for Algebra 2 (see Figure 7). I had one students respond with more than 10 times, 22 students respond with 1-10 times, and 46 respond with 0 times.

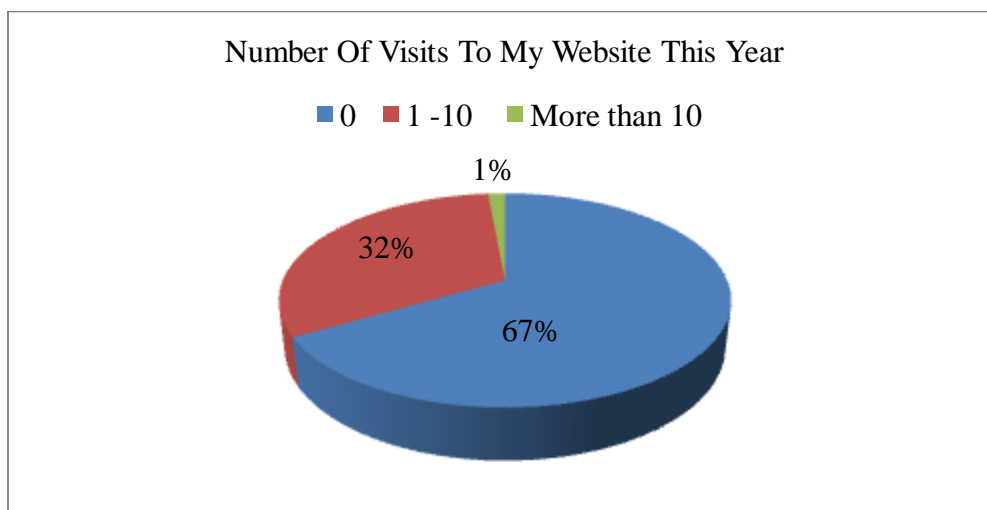
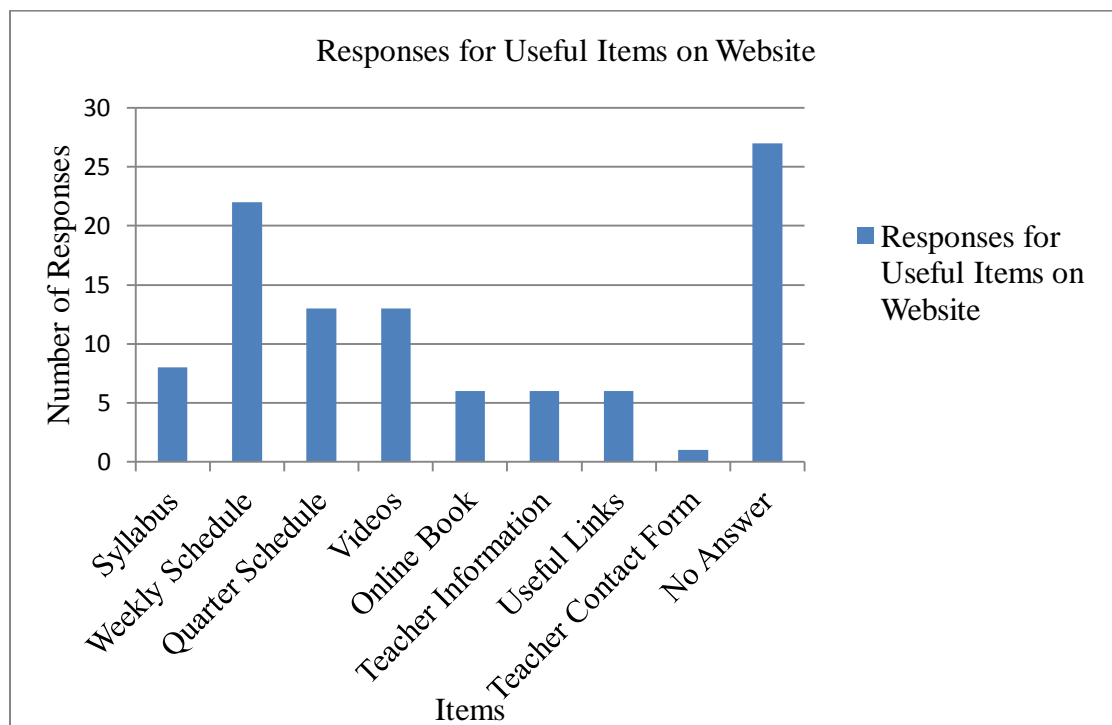


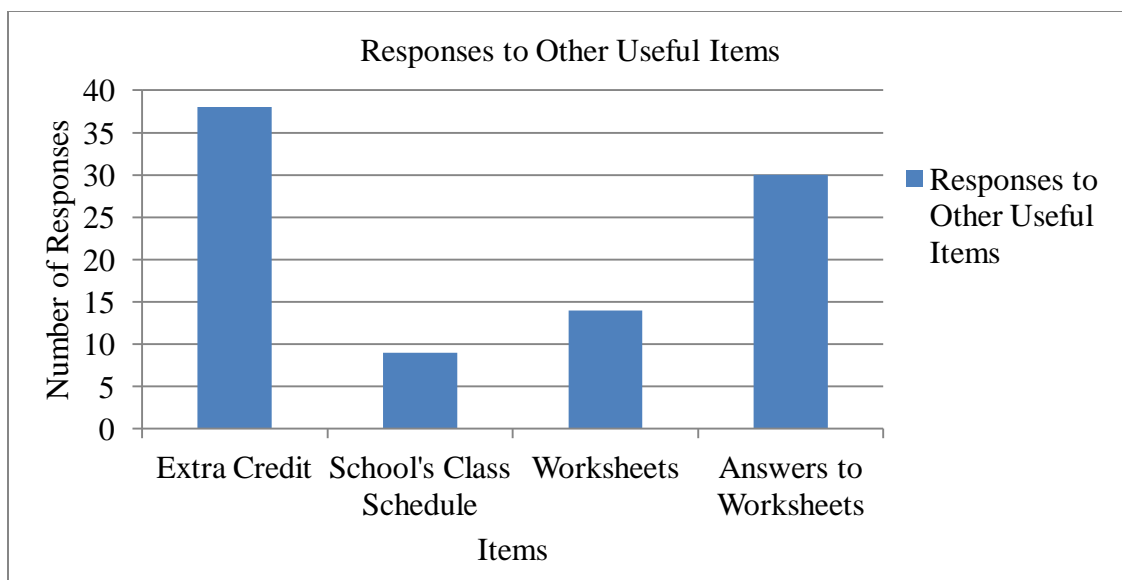
Figure 7. Number of visits to weebly website this year.

Question number seven on my survey asked the students to circle the items they found useful on my website (see Figure 8). I found these data to be interesting, especially the number of responses to the videos and the online book. Many parents and students have asked me about these two items in previous classes, so I was surprised to find such low numbers for these items.



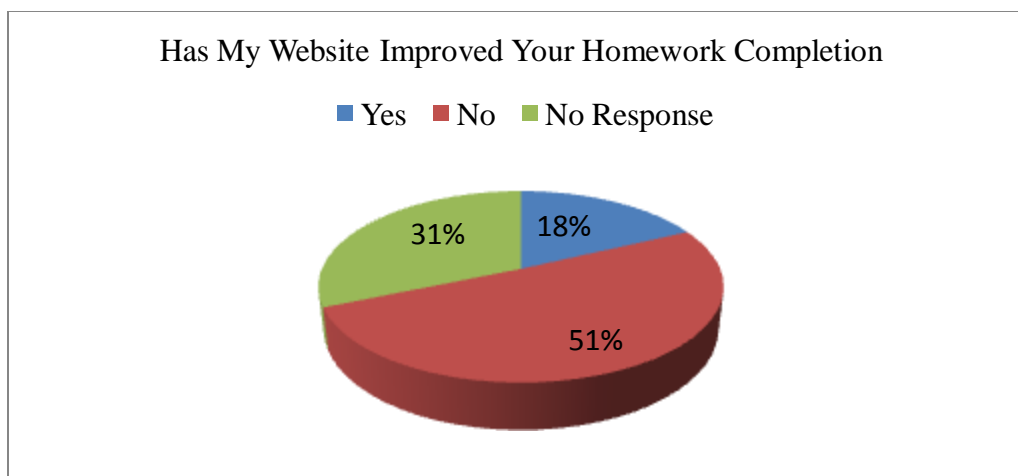
*Figure 8.* What did you find useful on my website?

The next question asked about what else could be beneficial to my website. Students were able to circle some suggestions, but could also write in their own suggestions. Figure 9 shows the number of responses I received for each item I had listed.



*Figure 9.* What else would be beneficial to include on my website?

The last question concerning my website asked students if my website had helped them with their homework completion in algebra 2 (see Figure 10). For this question I had 12 students respond yes, 34 students respond no, and 21 give no response. Again, the response to this question was not what I was hoping for, however, I have to remember that 12 students did find my website helpful. I also have to keep in mind that 46 students had not visited my site at all.



*Figure 10.* Has my weebly website helped your homework completion in algebra 2?

Finally, the last question on my survey asked students to give me their thoughts on why they feel their homework completion rate had improved. I did receive many answers to this question. Some are listed here “Responsibility, I am a junior and I plan on graduating next year”, “Working on homework nightly”, “I failed in the past, and I am now DETERMINED to pass”, “I don’t want bad grades”, “Website really helped”, “I now work in class”, “The videos really helped”, “My medicine has helped me improve, as well as your teaching in class”, “I know I have to, more points”, “Asking the teacher at school”, “I try to get everything done at home, because I have 2 math classes”, “Motivation”, “One-on-one with the teacher”, “Motivation to graduate”, “The videos”, “I am a senior and I NEED to pass”, “Knowing the assignments ahead of time”.

These data presented in this analysis provided me with beneficial information about the changes I have made to my website, but also other avenues for helping my students with their homework. In the next section, I will discuss what I will do with these findings and what I will do in my classroom and on my website in the future. I will

discuss any changes I will make to my website as well as what I may try next to help with improving homework completion rates for my students.

### Action Plan

I found it exciting that many of my students either improved or kept their same homework completion rates. The majority of the students who remained the same had turned in all their homework. Intriguing students to find motivation to complete their homework is always a battle with some students. Students must see the benefit associated with homework completion. We discuss the need to practice in order to understand the mathematical concepts. Most students understand there is a correlation between practice and understanding, however there are other variables which present obstacles.

The reasons why students do not complete homework vary from student to student. Improving one aspect may or may not help correct behavior. Improving my class website was a great start to helping students. I had many students give me feedback regarding the improvements; however, I had other students not even aware of the tools available to them. The students who were aware of the tools available to them found them useful. Many students expressed appreciation for the video included for each lesson. Students were able to watch the video if they were absent, and then they did not have to feel they were behind for mathematics class. Others explained they watched the videos when they were not sure of the explanation or the topic or needed a little help remembering what was explained in class. Finally, other students said they used the videos to review for quizzes and tests.

Another useful tool for my students seemed to be the weekly schedule and quarter schedule for the class. Students were appreciative of the fact they knew what was expected of them for the week or quarter and could work ahead, if they were going to be absent. Some advanced students also like to work ahead, to see if they could learn the concepts on their own. As they transition into college, this will be an important skill to acquire. Looking at the class schedule, whether weekly or quarterly, also provides students with a great skill. Looking at deadlines and the assignment's due dates offers students a chance to hold more responsibility for their education and absences.

I still have students who are not completing their work. I will still investigate ways I can help improve their rates. I will ask other teachers for their advice and suggestions regarding improving homework completion. Students, themselves, may provide insight regarding why they do not complete all their homework.

I will continue to improve and update my website. The students who utilized the tools I have provided claimed the tools were very helpful. If these items helped even one student improve their homework completion and knowledge of the concepts, then I want to keep those items on my website. I also want more students to utilize these tools. I will post my website's address on my board at school, so all students will be reminded of it daily. Many students suggested putting the worksheets and their answer keys, with work, on my website. Although this may help some students, I am not convinced this will benefit the majority of the students. I will try it with a chapter, then reevaluate. Another suggestion from the students was including extra credit on my website. I may find myself doing this from time to time, as a reward for those students who are checking my website and utilizing the tools available to them. Finally, a student suggested putting practice tests

on my website. I found this as a valuable suggestion. The textbook we use does include this in their online tools, so I will post a link to those practice tests.

The students who watched the video lessons did find them very valuable. I hope I can get more students to watch these videos, by reminding them of my website and that the videos are available to them to help them understand the concepts presented. The impact these videos can have on the students can be great. I hope to develop and create video lessons for each of the classes I teach. I will create these videos over the course of the next couple years. Some schools are looking into the “flipped classroom” strategy to help students with practice and more one-on-one teacher student time. There is one teacher at my school who has flipped her advanced algebra 2 classes. As I create the videos for my lessons, I will always keep this strategy in mind. I will discuss any advantages, disadvantages, and suggestions she may have with a flipped classroom. I will then consider my view of flipping my classes.

Future action research investigations may revolve around flipping my classroom. I would consider this for my advanced geometry class first, but would also consider it for my other classes in the next couple of years. I would start by taking a course, in which I teach two sections of the same class, flip one section for a quarter then flip the other section for the next quarter. It would be interesting to see the advantages and disadvantages of a flipped classroom. I would also like to see how the students like or dislike traditional classroom versus a flipped classroom. I would investigate if flipping my classroom would help with homework completion rates, improved understanding of concepts, and improved summative assessment scores.

My students did show improvement in their homework completion. I need to continue to investigate other strategies to help all my students with their homework completion rates. I will continue updating my website with the resources students found beneficial, like schedules and lesson videos. I will continue to investigate the flipped classroom strategy to see if it is something I want to implement in my classes.



## References

- Bermpechat, J., Li, J, Neier, S.M., Gillis, C.A., & Holloway, S.D. (2011). The homework experience: Perceptions of low-income youth. *Journal of Advanced Academics*, 22, 250-278.
- Cooper, H. (2001). Homework for all: In moderation. *Educational Leadership*, 58(7), 34-38.
- Hinton, L.M., & Kern, L. (1999). Increasing homework completion by incorporating student interests. *Journal of Positive Behavior Intervention*, 1(4), 231-241.
- Logan, P., & Skinner, C.H. (1998). Improving students' perceptions of a mathematics assignment by increasing problem completion rates: Is problem completion a reinforcing event. *School Psychology Quarterly*, 13(4), 322-331.
- Salend, S.J., Duhaney, D, Anderson, D.J., & Gottschalk, C. (2004). Using the internet to improve homework communication and completion. *Teaching Exceptional Children*, 36(3), 64-73.
- Xu, J. (2008). Models of secondary school students' interest in homework: A multilevel analysis. *American Educational Research Journal*, 45(4), 1180-1205

Appendix A  
Class Syllabus

**Algebra II**  
2013-2014

**Instructor:** Marcy Kickhafer

**Room:** 356

**Email:** [marcy.kickhafer@isd742.org](mailto:marcy.kickhafer@isd742.org)

**Website:** <http://kickhafer.weebly.com>

**Phone:** (320) 252-2231 Ext. 3356

**Office Hours:** 7:45-8:15 am, 3:15-3:30  
pm

**COURSE DESCRIPTION:**

The content of *Algebra 2* is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. Students will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. Students will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, *Algebra 2* includes lessons on probability and data analysis as well as numerous examples and exercise involving geometry and trigonometry. These topics often appear on standardized test, so maintaining students' familiarity with them is important.

**TEXTBOOK:**

*Algebra 2* by Larson, Boswell, Kanold, and Stiff. McDougal Littell, 2007© ISBN#978-0-618-59541-9. Textbook website: [www.classzone.com](http://www.classzone.com)

**ATTENDANCE POLICY:**

Students are expected to attend all classes. Students are also expected to be in their desks, ready to learn, when the bell rings. Students are responsible for learning the material and handing in assignments on time. When students have an absence, the student has the number of days absent plus one to complete daily work. It is the student's responsibility to get and complete any work they may have missed because of an absence. Students absent for school activities (or absences they are aware of in advance) should make up the work **before** being absent.

**COURSE EXPECTATIONS:**

**Be Responsible**

- Bring all supplies to class: notebook, textbook, **PENCIL**, calculator, and any other needed classroom supplies. *You will also need a graphing calculator for this class. (Ti-84 will be used by the teachers.)*

- Complete all assignments on time.
- Be to class on time. Excessive tardiness and/or truancies will be reported to the office and may result in loss of points.
- Be in your seat, ready to learn when the bell rings.
- Check your grade and attendance on Skyward.

### **Be Respectful**

- When someone else is talking, be quiet and let them talk.
- Stay in your seats during class discussion (sharpen pencils, throw things away and get necessary supplies after discussions).
- Stay working in your seats until the bell rings.
- Keep your hands, feet, and all other body parts off other's property.
- Only say positive things about others. Put-downs will not be allowed in the classroom.
- Appropriate questions, discussions, and comments are expected to maintain a learning environment.
- Cell phones, mp3 players, and any other electronic devices are **not allowed to be used** (unless the teacher specifies otherwise) in the classroom. See student handbook for more information!!!

### **Have Pride**

- Clean up after yourself before leaving the classroom.
- Strive to do your best while in class, completing homework, and taking tests.

### **GRADING:**

- Daily assignments: Daily assignments could include problem sets, worksheets, and introductory exercises. All assignments will be announced in class. All assignments are **required**. A “no credit” could result if assignments are missing. Daily assignments are practice; therefore I will not be grading them for accuracy. Students should check their own answers. **Assignments for a chapter will not be accepted after we have finished the chapter.** Do not wait until the last minute to do assignments. All answers must be justified (work shown).
- Projects: Students may have projects to complete throughout the course.
- Quizzes: Quizzes will be given between tests as a method of reviewing and summarizing material. Students should expect at least one quiz per chapter/unit. These quizzes may or may not be announced.
- Tests: Tests will be administered at the end of each chapter/unit. The tests are designed to assess students' knowledge of concepts. Test dates will be announced in class several days prior to the test date; therefore students should be well prepared for the test. Students must complete tests on the day announced. If the student is absent, they will earn a zero. If the student would like to complete the test before the assigned date because of a known absence, that will be allowed. (There will be one dropped test grade each quarter.)

- Extra Credit: Extra credit will be offered throughout the school year, so take advantage of it when it is given. There will not be any “extra” extra credit given at the end of a grading term.

**General assignment policies:**

- ALL work must be shown. Justify your answer!
- Problems should go down the page, not across.
- Name and assignment information MUST be on each paper.
- Pencils MUST be used on all assignments.
- Assignments are due at the beginning of class unless otherwise noted.
- Be an active participant in group work.
- Cheating will NOT be tolerated. The student(s) caught cheating will be given a zero for that assignment and a report will be filed in the office.

**Math Grading Scale:**

|    |            |    |            |    |            |   |               |
|----|------------|----|------------|----|------------|---|---------------|
| A+ | 97 – 100%  | B+ | 88 – 90.9% | C+ | 79 – 81.9% | D | 70 – 72.9%    |
| A  | 94 - 96.9% | B  | 85 – 87.9% | C  | 76 – 78.9% | F | less than 70% |
| A- | 91 – 93.9% | B- | 82 – 84.9% | C- | 73 – 75.9% |   |               |

\*\*Please sign stating you have read/reviewed this syllabus.\*\*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(After you have shown the teacher both signatures, you may keep this syllabus as a resource to class rules and policies.)

Appendix B  
Class Quarter Schedule

**Algebra 2**

| <b>Date:</b> | <b>Lesson/Activity:</b> | <b>Assignment:</b>                                     |
|--------------|-------------------------|--|
| T 9/3        | <b>Freshmen Only</b>    |  |
| W 9/4        | <b>Classroom Rules</b>  | <b>Syllabus, Books, and Seating Chart</b>              |
| R 9/5        | 1.1                     | p. 6 (7-9, 11-16, 20-34, 41-42, 64-80 even)            |
| F 9/6        | 1.2                     | p. 13 (3-55 odd)                                       |
| M 9/9        | 1.3                     | p. 21 (3-17 odd, 20-28 even, 33-37 odd, 43-44)         |
| T 9/10       | 1.4                     | p. 30 (8-14 even, 18-22, 28-29, 35, 45-50)             |
| W 9/11       | <b>Quiz</b>             | 1.4 ws   |
| R 9/12       | 1.5                     | p. 37 (5-8, 12, 18, 25-30, 42-52 even)                 |
| F 9/13       | 1.6                     | p. 45 (22-32 even, 38-48 even, 53, 54)                 |
| M 9/16       | 1.7A                    | Absolute Value ws #1                                   |
| T 9/17       | 1.7B                    | Absolute Value ws #2                                   |
| W 9/18       | 9.1                     | p. 617 (4-10, 26, 32, 41-42, 47-49, 52)                |
| R 9/19       | Chapter 1 Review        | ws   |
| F 9/20       | <b>Chapter 1 Test</b>   |  |
| M 9/23       | 2.1                     | p. 76 (3-13 odd, 16-17, 21-23, 26-38 even, 51, 56, 64) |
| T 9/24       | 2.2                     | p. 86 (3-8, 22-26, 37, 42, 45, 58-60, 64-66)           |
| W 9/25       | 2.3                     | p. 93 (3-15 odd, 24-26, 31-36, 60-61) & p. 97 (2-5)    |
| R 9/26       | 2.4                     | p. 101 (1, 2-16 even, 22-23, 30-32, 50-51, 67-69)      |
| F 9/27       | 2.1-2.4 Review          | 2.1-2.4 review ws                                      |
| M 9/30       | <b>2.1-2.4 Quiz</b>     | Pre-2.6 ws   |
| T 10/1       | 2.6                     | p. 117 (3-11, 30-44 even)                              |
| W 10/2       | 2.7A                    | Absolute Value ws #1                                   |
| R 10/3       | 2.7B                    | Absolute Value ws #2                                   |
| F 10/4       | 2.8                     | p. 135 (4-18 even, 27-28, 43, 45, 50, 58-61)           |
| M 10/7       | Chapter 2 Review        | Ws   |
| T 10/8       | <b>Chapter 2 Test</b>   |  |
| W 10/9       | 3.1                     | Ws   |
| R 10/10      | 3.2A                    | Ws #1  |
| F 10/11      | 3.2B                    | Ws #2  |
| M 10/14      | 3.3                     | Ws   |
| T 10/15      | Chapter 3 Review        | Ws   |

|         |                       |  |
|---------|-----------------------|--|
| W 10/16 | <b>Chapter 3 Test</b> |  |
| M 10/21 | 4.3                   | Solving Quads ws #1                          |
| T 10/22 | 4.4                   | Solving Quads ws #2                          |
| W 10/23 | Race Day              |  |
| R 10/24 | 4.1                   | p. 240 (8-12 even, 21-33, 34, 35, 62-67)     |
| F 10/25 | 4.1                   | Graphing ws #1                               |
| M 10/28 | 4.2                   | p.249 (5-7, 13-15, 24-26, 33-35, 57-64)      |
| T 10/29 | 4.2                   | Graphing ws #2                               |
| W 10/30 | Race Day              |  |
| R 10/31 | 4.1-4.4 Review        | Review ws                                    |
| F 11/1  | <b>4.1-4.4 Test</b>   |  |
| M 11/4  | 4.5                   | p. 269 (3-16, 22-32, 44-47, 54-58)           |
| T 11/5  | 4.6A                  | p.279 (3-20, 85-88)                          |
| W 11/6  | 4.6B                  | Ws   |
| R 11/7  | 4.7A                  | p. 288 (3-6, 13-28, 35-36, 41-42, 52, 62-64) |
| F 11/8  | 4.7B                  | Ws   |

**\*\*Subject to change\*\***

Appendix C  
Class Weekly Schedule

**Week 7: October 14-18, 2013**

**Monday:** 3.3 Systems of Inequalities ws #4

**Tuesday:** Chapter 3 Review

**Wednesday:** Chapter 3 Test

**Thursday:** MEA Break

**Friday:** MEA Break

---

**Week 6: October 7-11, 2013**

**Monday:** Chapter 2 Review ws

**Tuesday:** Chapter 2 TEST

**Wednesday:** 3.1 ws

**Thursday:** 3.2A ws

**Friday:** 3.2B ws

---

**Week 5: September 30- October 4,**  
**2013**

**Monday:** 2.1-2.4 Quiz (Pre-2.6 ws as homework)

**Tuesday:** 2.6 p. 117 (3-11, 30-44 even)

**Wednesday:** 2.7A Absolute Value WS #1

**Thursday:** 2.7 B Absolute Value WS #2

Appendix D  
Videos

## Videos

If you do not see the video you are looking for ... click this link:

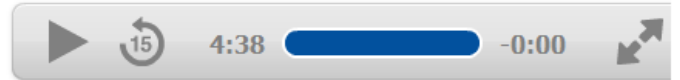
[Mr. Thell's Website](#)

Monday's Video:

Solving Quadratics:  
Square Roots

Tuesday's Video:

Solve:  $(7-6i) - 3(3-6i)$   
 $= 7 - 6i - 9 + 18i$   
 $= -2 + 12i$



Wednesday's Video:

Simplify:  $\left(\frac{3}{2+3i}\right)\left(\frac{2-3i}{2-3i}\right)$   
 $= \frac{6-9i}{4-9i(-1)}$   
 $= \frac{6-9i}{4+9}$

Thursday's Video:

Solve, by Completing the Square...

$$x^2 + 12x + 4 = 0$$
$$x^2 + 12x + 36 = -4 + 36$$
$$\sqrt{(x+6)^2} = \sqrt{32}$$
$$x+6 = \pm\sqrt{16}\cdot\sqrt{2}$$



Appendix E  
Online Textbook Information

**Online Book Information:**  
**Log-in: blissenbach**  
**Password: tigers**

Appendix F  
Useful Links Website



**School Information**

[St. Cloud Area School District ISD #742 Webpage](#)

[Tech H.S. Webpage](#)

[Skyward](#)

[Code of Conduct](#)

[Student Handbook](#)

---

**Math Resources**

[Online Books](#)

[Khan Academy](#)

[Math Forum](#)

# Appendix G Weebly Tracking

English | Logout



MY SITES   DOMAINS   ACCOUNT   SUPPORT

Site List   Mrs. Kickhafer's Classroom   Edit Site

Statistics   Blog Comments   Form Entries

## Statistics for *kickhafer.weebly.com*

Pageviews   Unique Visitors





Appendix I  
Pre-Student Survey

**Teacher Website Use**

1. About how many times did you access your math teacher's website last year?

- None
- 1-10 times
- More than 10 times

2. If you accessed your math teacher's website last year, what did you find valuable?  
(Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> N/A                         | <input type="checkbox"/> Videos                  |
| <input type="checkbox"/> Syllabus                    | <input type="checkbox"/> Online book information |
| <input type="checkbox"/> Weekly Schedule             | <input type="checkbox"/> Extra Credit problem    |
| <input type="checkbox"/> Quarter Schedule            | <input type="checkbox"/> Helpful homework links  |
| <input type="checkbox"/> Teacher Contact Information |  |

Other (please specify)

3. Do you have access to the internet (outside of school) on a daily/nightly basis?

- Yes
- No
- Only Sometimes

4. What would you find helpful to have included on a teacher's website? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Syllabus                    | <input type="checkbox"/> Online Book Information |
| <input type="checkbox"/> Weekly Schedule             | <input type="checkbox"/> Extra Credit Problems   |
| <input type="checkbox"/> Quarter Schedule            | <input type="checkbox"/> Helpful Homework Links  |
| <input type="checkbox"/> Teacher Contact Information | <input type="checkbox"/> Suggestion Box          |
| <input type="checkbox"/> Videos of Lessons           |  |

Other (please specify)

5. Has your teacher's website helped you complete homework?

- Yes
- No

6. How often each week do you check Skyward for grades and attendance for your math class?

- Never
- Once or twice
- Daily
- More than Once a Day

Appendix J  
Post-Student Survey

I would like to help improve students' homework completion rate. Please provide me with feedback by filling out this survey. Thank you for your help!

|  |                      |                  |
|--|----------------------|------------------|
| 1. Have you had me as a teacher before (Algebra 1.2 and/or Geometry)?  | Yes                  | No               |
| 2. About how many times did you access MY website in the PREVIOUS math class?  | N/A                  | 0    1-10    >10 |
| 3. Do you have access to internet (outside of school) on a daily/nightly basis?  | Yes                  | No               |
| 4. How often each week do you Skyward for grades and attendance for your math class?                                     | Never                | 1-2    Daily     |
| 5. Do you feel your homework completion rate has improved?   | Yes                  | No               |
| 6. About how many times did you access MY website THIS year (Algebra 2)?   | 0                    | 1-10    >10      |
| 7. What did you find useful on my website? (Circle all that apply)   |                      |                  |
| Syllabus   | Weekly Schedule      | Quarter Schedule |
| Teacher Contact Information  | Videos               | Online book info |
| Helpful homework links   | Teacher Contact Form |                  |
| 8. What else would be beneficial to include on MY website?   |                      |                  |
| Extra Credit Problems  | Tech Class Schedule  | Worksheets       |
| Answer keys to worksheets  | Other suggestions:   |                  |
| 9. Has MY website helped your homework completion rate in Algebra 2?   | Yes                  | No               |
| 10. If your homework completion rate improved ... what helped your completion rate improve? (Tell me your thoughts ... ) |                      |                  |