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# The Effects of Homework on Test Scores for the Elementary Student

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2001  
MS  
.G622

**THE EFFECTS OF HOMEWORK ON TEST SCORES  
FOR THE ELEMENTARY STUDENT**

THE:ED4  
2001  
MS  
.G622

Submitted to the  
Faculty of Urbana University  
in partial fulfillment of  
the requirements for the degree of  
Master of Education  
Division of Graduate Study

by

Jennifer L. Goddard  
//

Urbana University

Urbana, Ohio

2001

Approved:

Advisor: \_\_\_\_\_

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## CHAPTER I

### STATEMENT OF THE PROBLEM

Since there have been public school systems, there has been controversy over the importance of homework. Although most experts agree that homework does teach responsibility, time management, and good study skills, there is still some disagreement over whether or not homework increases achievement. Therefore, the purpose of this study is to determine if homework significantly increases test scores at the elementary level, specifically the fifth-grade level.

### SIGNIFICANCE OF THE STUDY

Ever since the Soviets launched *Sputnik*, the American educational system has faced an increased interest in reforms. These reforms were implemented in order to increase student achievement--to put American students ahead of their foreign counterparts. One such effort at reform has been to increase the amount of homework that students were being given. The theory behind this decision was that more homework would result in more learning and more learning, in turn, would result in higher test scores. Test scores are partially used for measuring student achievement.

The state of Ohio is now issuing report cards for school districts. A district's "grade" is based on numerous criteria, one important one being proficiency test results. With state report cards being partially based on school performance (which means test scores are partially used to determine effectiveness of a school district) and teachers being held accountable for learning ( which means

teachers are accountable for test scores), the importance of these scores becomes evident.

With societal changes in America (two parents working, single-parent homes, more after school activities, etc.) the subject of homework has remained a controversial topic.

Those who oppose homework claim that it puts more pressure on the already overworked families. They contend that homework does not make a difference in student achievement and, therefore, is not a necessity in their children's education.

Others argue that homework promotes responsibility, good study skills, and a better understanding of subject matter. Their claim is that homework does indeed increase achievement, and is a necessary part of a child's education.

If, indeed, homework does increase a student's achievement scores, then all teachers need to be equipped with the skills and information about the types and amounts of homework to assign. If the research indicates that homework does not increase achievement scores, then some teachers may need to rethink their practices and not overload their students with work that may not be beneficial to their education.

In order to settle the dispute over homework, more research is needed to determine if homework does increase test scores.

## **QUESTIONS TO BE INVESTIGATED**

1. Does homework, given to selected fifth-grade students in two English classes, result in higher test scores?
2. Does past research show a particular type of homework that is beneficial to elementary students?

## **DEFINITIONS OF TERMS**

For the purpose of this study, homework is defined as any written assignment related to the instructional unit that is to be completed at home.

Tests used will be those written by the publisher of student English text (Houghton-Mifflin) covering objectives of each unit. The tests are multiple choice format. (See Appendix C and D)

Significant difference indicates that homework is an advantage for 51% of the students.

## RESEARCH PROCEDURES

To answer question one, two fifth grade English classes will be used for the purpose of this study. The content taught will be from instructional units on "Adjectives" and "Pronouns". One class (A) will not be assigned English homework during the "Adjective" unit, while the other class (B) will be assigned appropriate homework. Both classes will be instructed with the same methods and given the same test at the conclusion of the unit. For the second unit over "Pronouns", class A will now be given homework, while class B will not be assigned homework. Again, both classes will be given the same instruction and the same test at the conclusion of this unit. The test scores will be evaluated to determine if there is a significant difference between the test scores when homework was given and when it was not.

For question two, the literature will be screened to determine if there are particular types of homework that research has found to be the most beneficial to elementary students.



### **ASSUMPTIONS OF THE STUDY**

Students who are not given a written homework assignment will not study the material on their own.

### **LIMITATIONS OF THE STUDY**

Students have had instruction in the "Adjective" and "Pronoun" units in previous grades, which may affect test scores.

### **DELIMITATIONS OF THE STUDY**

1. The time of the study is limited to an eight week period.
2. The data for the study will be generated solely from two test scores for each class.
3. The study is limited to two fifth grade classes within a rural, K-5 elementary school.

## CHAPTER II

### RELATED RESEARCH AND LITERATURE

Does homework really improve academic achievement? The answer may depend on when this question is asked and who answers it. According to Harris Cooper (2001), homework controversies follow a 30 year cycle, with cries for more or less occurring about fifteen years apart. In the 1890's homework was seen as harmful to children's physical and social needs (Bowser, 2000). At the beginning of the 20th century the mind was seen as a muscle that needed to be exercised. Thus, homework was given so that students could "exercise" their minds at home (Cooper, 2001). In the early 1950's homework was deemed unnecessary because it did not improve a student's academic achievement (Cooper). In 1957, the Russians launched the *Sputnik* satellite. This event made Americans rethink their positions on homework. If American students were to be prepared to compete with their foreign peers, then homework might be the catalyst to increase their knowledge. The 1960's witnessed yet another reversal (Cooper, 2001). Cooper quotes educator P. R. Wildman (1968), "Whenever homework crowds out social experience, outdoor recreation, and creative activities and when it usurps time devoted to sleep, it is not meeting the needs of children and adolescents." Combine this thinking with what Americans were dealing with in the 60's, such as school desegregation and the Vietnam War, and one can see why homework levels dropped off dramatically. In 1983, homework again leapt back into favor (Cooper, 2001). *A Nation at Risk*, a government report that focused attention on the failings of American schools, cited homework as a defense against the rising mediocrity in U.S. education (Cooper). Once again, more homework was given as a way to solve

a problem. This increase continued into the 1990's as a way to meet state-mandated academic standards (Cooper).

Today, time spent on homework is at an all time high. According to researchers at the University of Michigan, 6 - 9 year olds are spending more than two hours a night on homework, and 9 - 11 year olds more than three hours (Ratnesar, 1999). With children already involved in many after-school activities (sports, music lessons, clubs, etc.) and parents working longer hours at their jobs, a minority of parents are speaking out over their concern that the amount of homework is putting more stress on both them and their children. Whether or not this group becomes a majority and pressures the system to cut back on homework-- only time will tell. Not only may the answer to the original question--"Does homework improve academic achievement?"- depend on when the question is asked, but may also depend on who answers it.

In their article, "End Homework Now," Etta Kralovec, Vice President at Training and Development Corporation, and Dr. John Buell, a political scientist from the University of Massachusetts, cite several myths about homework. The first myth is that homework increases academic achievement (Kralovec and Buell, 2001). They contend that supporters of homework, such as Harris Cooper, have concluded that past reviewers of homework research show extraordinary variability...the reviews often directly contradict one another (2001). They quote Cooper as saying that most researchers now concede that homework does not improve academic achievement for elementary students (2001). They also question the reasoning that homework develops other positive skills, such as time management or responsibility. According to Piaget, asking children to perform tasks before they are developmentally ready proves counter productive to development (2001). Kralovec and Buell believe that homework may fall into this category.

The second myth that Kravolec and Buell cite is that if students don't do lots of homework, their test scores will never be competitive internationally (2001). Kravolec and Buell cite the 1995 Third International Math and Science Study that found eighth graders in Japan and Germany are assigned less homework but still outperform U.S. students on test (2001). They explain the higher scores for Japanese students on more professional development for Japanese teachers, longer school years, and fewer classroom interruptions.

The third myth that Kravolec and Buell write about is that those who call homework into question want to dilute the curriculum and kowtow to the inherent laziness of students (2001). By calling homework into question, the work of homework is not being questioned, but rather the value of students completing that work at home (2001). Kravolec and Buell agree that educators need to design rigorous academic work, scaffold new knowledge, and coach new study habits, but they need to do this in the classroom (2001).

Kravolec and Buell suggest that rather than focus on whether homework has any academic value or not, educators should be using proven practices, such as smaller class sizes, more pre-Kindergarten education, more resources for teachers (2001). They contend that homework disrupts family life, interferes with what parents want to teach their children, and punishes students in poverty for being poor (2001). Therefore, Kravolec and Buell recommend after-school programs that are academically rigorous and work closely with community organizations that provide after-school services (2001).

Harris Cooper, a professor of psychology at the University of Missouri, examined the research on the effects of homework. He reviewed nearly 120 studies of homework's effects and then synthesized the information (Cooper, 2001). Three kinds of studies focused on whether homework improves student's achievement (2001).

In the first set of studies, researchers simply compared achievement of students given homework assignments with students not given homework or any other activity to compensate for their lack of home study (2001). Of these 20 studies, 14 produced effects favoring homework and 6 favored no homework (2001). Cooper found a dramatic association between grade level and homework's effectiveness. The studies revealed that if a teacher was teaching high school students, the average student (50th percentile) in the homework class would outperform 69 percent of the students in the no-homework class (2001). Put differently, the student who ranked 13th in the homework class would rank 8th if he or she were shifted into the no-homework class just before the final exam (2001). In junior high, the 13th ranked homework doer would rank 10th in the no homework class (2001). However, the studies showed no significant difference in achievement at the elementary school level between students who did homework and those who did not.

The second set of studies compared homework to in-class supervised study. In these studies, students not doing homework had to do some other activity, such as homework-like assignments in class. These studies were not as favorable toward homework as the first set (2001). Overall the positive effect of homework as about half of what it was when compared to no assignment for home study (2001). According to Cooper, there is no reason to believe that homework would be more effective than in-class study for improving test scores (2001). However, in these studies a strong grade-level effect occurred again. When homework and in-class study were compared in elementary school, in-class study proved superior (2001). In junior high, homework was superior and in high school the superiority of homework was most impressive (2001).

The third set of studies correlated the amount of time student reported spending on homework with their achievement levels (2001). In all 43 correlations

there were indications that the students who did more homework had better achievement scores, where only 7 indicated that those who did more homework had lower achievement scores (2001). Again, grade-level appeared to make a difference. For students in grades 3-5, the correlation between the amount of homework and achievement was nearly zero; for students in grades 6-9, the correlation was somewhat higher (+0.07); and for high school students, the correlation was highest (+0.25) (2001). Cooper concludes that although homework has significant positive effects on high school students, and about half as much on junior high students, the effect of homework on achievement for elementary students is non-existent.

Julian Betts, an associate professor of economics at the University of California, San Diego, examined surveys on the homework habits of 6000 students over five years and found that the students who did an extra 30 minutes of nightly math homework beginning in the seventh grade would, by grade 11, see their achievement levels rise by the equivalent of two grades (Ratnesar, 1999). However, Bett's study was limited to junior high and high school students. His study does support Cooper's findings on the effects of homework on achievement for junior high and high school students--giving credence to Cooper's conclusion on the effects of homework on achievement for elementary students.

Carol Huntsinger, an education professor at the College of Lake County, disagrees with Cooper's findings. She conducted a four year longitudinal study of 80 families ( 40 Chinese-American, 40 European-American). She compared the academic performance between the two groups. Her results showed that in the early grades, the Chinese-American students outperformed their white counterparts in math and mastery of vocabulary words (Ratnesar, 1999). After examining a host of factors, Huntsinger concluded that homework made the critical difference (1999). In the first grade the Chinese-American children were doing more than 20

minutes of math homework a night, some of it assigned by their parents, while the European-American classmates averaged just 5 minutes (1999). Huntsinger states in an article for *American Teacher* (1999) her study showed that children who did considerable homework were more academically competent than children who did little or no homework in the early grades. To her it appeared that practice outside of class on basic skills was truly beneficial to the students.

Clearly, the research shows that homework's effect on achievement for junior high and high school students is positive. For the elementary student, the research does not appear to be as conclusive. With the ever-changing dynamics of society and public education, homework is a topic that will need to be looked at over and over again.

Although homework continues to be a controversial topic, it is meant to be a positive experience and to encourage children to learn. Teachers would do well to study the research in order to determine if and when they should assign homework and what results they want homework to produce.

## CHAPTER III

### PROCEDURES OF THE STUDY

The purpose of this study was to determine if homework, given to fifth-grade students would increase academic performance as measured by unit test scores. The subjects of this study were two fifth grade classes at Graham South Elementary School in St. Paris, Ohio. Graham South is a rural elementary school that services kindergarten through fifth grade.

Two English grammar units from the classroom textbook published by Houghlin Mifflin were used in this study. Although the two fifth grade classes would not be compared in this study, the use of two classes increased the sample size.

The study began with a unit on "Adjectives". Class A was given instruction and practice in the classroom from the textbook. Homework was not assigned to Class A. Class B also began with the same unit on "Adjectives". Class B used the same textbook and received the same instruction and practice in the classroom, but was given homework assignments for the duration of this unit. At the conclusion of the unit, each class was given the same multiple-choice test designed by the publisher of the textbook. The format of the unit test duplicates the format of many widely used achievement tests. The items in the subtests follow the lesson practice activities as closely as possible. Each subtest also begins with a sample item that prepares the student for the test activity to come. This unit took four weeks to complete.

The next portion of this study was a unit on "Pronouns". Class A was again given classroom instruction and practice. However, Class A was now assigned homework for the duration of this unit. Class B was given the same instruction and



practice in the classroom. This time Class B was not given any homework assignment . At the conclusion of the "Pronoun" unit, each class was given the multiple-choice test provided by the publisher. This test was in the same format as previously described. This unit took four weeks to complete.

The test scores were recorded for Class A and for Class B. The raw scores were averaged for comparison between the no/homework test scores and the homework test scores. Because the two tests were not equal in number of items, the raw scores were converted to a 100 point scale. The difference between the "homework" scores and the "no/homework" scores was determined and the average mean between the two scores was calculated ( See Appendix A and Appendix B).

## CHAPTER IV

### ANALYSIS OF THE DATA

The purpose of this study was to determine if homework, given to fifth-grade students, would significantly increase test scores. Two fifth-grade English classes were used for the study.

For the unit on "Adjectives", Class A was given homework. At the conclusion of the unit, a multiple choice test was given. The test consisted of 35 questions. For the no-homework unit, the class average was 30 out of 35 (88%) correct answers (See Table 1).

For the unit on "Pronouns", Class A was not given homework. Again, at the end of the unit, a multiple choice test was given. This test consisted of 50 questions. The class average for the homework unit was 43 out of 50 (86%) correct answers (See Table 1).

The difference between the no-homework and the homework unit for Class A was 2%, favoring the no-homework unit.

**Table 1**  
**Class A**

	Raw Scores		Converted Scores	
	No/homework	Homework	No/homework	Homework
Total	675	948	1934	1906
Average	30	43	88	85
Per Cent	88%	86%	88%	85%

Another comparison was done by converting the data to a 100 point scale. By subtracting the homework scores from the no-homework scores a plus or minus number was recorded. These results showed that 6 out of 22 students (27%) scored higher without homework, while 15 out of 22 students (68%) scored lower with homework. One student scored the same on both tests. The overall change was -2 (See Appendix A).

For the unit on "Adjectives", Class B was not given homework. This class was given the same multiple choice test (35 questions) that was given to Class A. The class average was 33 out of 35 (95%) correct answers (See Table 2).

For the "Pronoun" unit, Class B was given homework. At the conclusion of this unit, Class B was given the same multiple choice test (50 questions) that was given to Class A. The class average was 43 out of 50 (88%) correct answers. The difference was 7%, favoring the no-homework unit (See Table 2).

**Table 2**  
**Class B**

	Raw Scores		Converted Scores	
	No/homework	Homework	No/homework	Homework
Total	631	833	1804	1662
Average	33	43	95	88
Per Cent	95%	88%	95%	88%

Another comparison was done for Class B by converting the data to a 100 point scale. By subtracting the homework unit scores from the no-homework unit scores, a plus or minus score was recorded. The results showed that 15 out of 19

students (79%) scored higher with homework, while 2 out of 19 students (10%) scored lower with homework. Two students scored the same on both tests. The overall average was a +7.5 (See Appendix B).

For question two, the related research seemed to indicate that elementary students do benefit from certain types of homework. These types include rote practices, such as math facts, and homework that reviews material previously presented in the classroom.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary of Findings

The first question of this study to be investigated was whether or not homework significantly increases test scores for elementary students, specifically fifth-grade students.

By using the raw scores of the unit tests, the results indicated that there was no significant difference between the homework unit and the no-homework unit for both classes. By doing homework, Class A actually lowered their averages scores by 2%, while Class B raised their average scores by 7%.

When the data was converted to a 100 point scale (to even the possible points to determine overall difference), the results showed that in Class A only 6 out of the 22 students increased their test scores, while Class B had 15 out 19 students increase test scores by doing homework.

#### Conclusions

Because 68% of Class A did not improve their test scores with homework and 79% of Class B did increase their scores with homework, this study provided no conclusive evidence to answer the first question being investigated.

However, the review of the related literature did help to answer the second question being investigated. Is there a particular type of homework that is beneficial to elementary students, whether it increases achievement scores or not? Past research shows that elementary students gain confidence in their abilities when they practice rote operations, such as math facts, and review material at home that

has been taught in the classroom. The research also indicates that there are types of homework that may be detrimental to elementary students. One type would be homework that requires children to learn new material on their own. Another detrimental type is homework that requires parental involvement, library visits, or computer work. Some elementary students do not have access to computers, libraries, or parental help. These students end up either not doing this type of homework or doing it poorly. They become discouraged and lose confidence in their abilities. They may also feel inferior to their peers who do have more advantages.

### **Implications**

Although past research has indicated that homework does not significantly increase achievement for elementary students, the researcher wanted to test the theory. The researcher has always assigned homework (as many teachers do) with the belief that it would help students achieve higher scores. However, this study did not support this thinking. The study did reveal that there are other benefits to homework, such as teaching responsibility, time management, and better study skills. Instilling these skills in elementary students is enough reason to continue assigning homework.

### **Recommendations and Future Research**

Homework continues to be a controversial topic. There are teachers and parents who believe that homework will increase achievement scores. And there are those who argue that homework does not accomplish this, but does add more stress to the already over-stressed population.

The data from this study does not support those who believe that homework does increase achievement scores in all cases. For future research, the study may

need to be done over a longer period of time, with a larger sample size, and with restricted types of homework in order to determine if homework does increase achievement scores.

However, this study does indicate (from the related literature) that homework can provide benefits to the elementary student. Homework helps to develop their study skills and their time-management skills. It also helps students become more responsible. Elementary teachers can feel comfortable assigning homework because it helps to prepare this age group for later years, when (as the research shows) homework will have an impact on achievement scores.

APPENDIX A

SPRINGER-VERLAG GERMANY



APPENDIX A

	CLASS A				
	Test 1	Test 2	Test 1	Test 2	
	Raw Score/35	Raw Score/50	Converted Score	Converted Score	w/o to w homework
STUDENT	NO/HOMEWORK	HOMEWORK	NO/HOMEWORK	HOMEWORK	
1	35	43	100	86	-14
2	34	45	97	90	-7
3	24	39	69	78	9
4	30	44	86	88	2
5	35	49	100	98	-2
6	29	40	83	90	7
7	34	46	97	92	-8
8	34	47	97	94	-3
9	32	40	91	80	-11
10	29	38	83	76	-7
11	35	46	100	92	-8
12	28	34	80	68	-12
13	35	45	100	90	-10
14	25	39	71	78	-8
15	34	44	97	88	-9
16	33	41	94	82	-12
17	23	40	66	80	14
18	32	43	91	86	-5
19	33	45	94	90	-4
20	30	45	86	90	4
21	34	50	97	100	3
22	17	45	49	90	41
TOTALS	675	948	1928	1906	
AVERAGE	30.68181818	43.09090909			
PER CENT	88%	86%	88%	85%	PLUS 27%
					MINUS 68%

APPENDIX B

APPENDIX B

CLASS B					
	Test 1	Test 2	Test 1	Test 2	
	Raw Score/35	Raw Score/50	Converted Score	Converted Score	w/o to w/homework
STUDENT	HOMEWORK	NO/HOMEWORK	HOMEWORK	NO/HOMEWORK	
1	34	43	97	86	11
2	35	46	100	92	8
3	32	46	91	92	-1
4	34	44	97	88	9
5	35	50	100	100	0
6	34	43	97	82	15
7	34	46	97	92	5
8	35	44	100	88	12
9	34	50	97	100	3
10	29	35	83	70	13
11	29	46	83	92	-9
12	32	42	91	84	7
13	32	42	91	84	7
14	35	46	100	92	8
15	35	42	100	84	16
16	31	44	89	88	1
17	32	41	91	82	9
18	35	42	100	84	16
19	34	41	97	82	15
TOTALS	631	833	1801	1662	
AVERAGE	33.21052632	43.84210526			
PER CENT	95%	88%	95%	88%	PLUS 79%
					MINUS 10%

APPENDIX C

SPRINKLER UNIT

## APPENDIX C

Name \_\_\_\_\_

## Test

## Pronouns

UNIT 11

**Subject pronouns:** Choose the pronoun that should be used to replace the underlined word or words. Mark your answer.

**Sample:** The boys and I went swimming at Sunrise Lake.

- a. They       b. We       c. He       d. You

1. Mr. Ryan and his nieces planted two small maple trees.

- a. You       b. We       c. He       d. They

2. Carolyn played outside all day.

- a. I       b. You       c. It       d. She

3. Yesterday Christopher borrowed a book from the school library.

- a. he       b. they       c. you       d. I

4. Luis and Amy made costumes for the party.

- a. he       b. she       c. you       d. they

5. The school librarian is Mr. Unger.

- a. I       b. it       c. they       d. he



Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
(continued)

**Object pronouns:** Choose the pronoun that should be used to replace the underlined word or words. Mark your answer.

**Sample:** Carlos waved good-bye to his friends.

- a. me       b. them       c. him       d. her

6. Mr. Mulvaney told Patricia about the poetry contest.

- a. it       b. me       c. her       d. them

7. Wanda carried the bags into the kitchen.

- a. her       b. them       c. it       d. us

8. Aunt Edith bought hats for my sister and me.

- a. us       b. her       c. him       d. them

9. Ms. Lyle gave Rita a pair of boots.

- a. her       b. them       c. you       d. it

10. Did Dr. Ruiz go to the pet show with Dina and Larry?

- a. you       b. him       c. me       d. them

Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
(continued)

**Subject pronouns and object pronouns:** Choose the correct answer to each question. Mark your answer.

**Sample:** In which sentence is the word *we* used correctly?

- a. Mrs. James drove *we* to school.
- b. Naturally *we* enjoyed the ride.
- c. Mrs. James gave her books to *we*.
- d. The books were for *we*.

11. In which sentence is the word *him* used correctly?

- a. Dale cooked dinner for me and *him*.
- b. My best friend is *him*.
- c. Yesterday *him* and I went to the park together.
- d. The best players on the team are Jackie and *him*.

12. In which sentence is the word *I* used correctly?

- a. Henry gave *I* his new tape.
- b. He played the tape for *I*.
- c. The biggest music fans in the class are Nancy and *I*.
- d. Nancy greeted *I* at the concert.

13. In which sentence is the word *them* used correctly?

- a. Ramon and *them* collect baseball cards.
- b. Actually *them* are also very good baseball players.
- c. The most skilled fielders are *them*.
- d. I traded some baseball cards with *them*.

14. In which sentence is the word *she* used correctly?

- a. Terry and *she* play tennis every week.
- b. Mr. Keller gave *she* a tennis lesson.
- c. Her mother bought a new tennis racket for *she*.
- d. Terry beat *she* in a tennis match.



Name \_\_\_\_\_

**Test** | **Pronouns**

**UNIT 11**  
(continued)

15. In which sentence is the word *us* used correctly?

- a. The members of the French Club are us.
- b. They and us bought food for a French meal.
- c. Ted helped us with the cooking.
- d. Us had a very good time.

**Using / and me:** Choose the correct answer to each question. Mark your answer.

**Sample:** In which sentence is the word *me* used correctly?

- a. The monkey laughed at Leslie and me.
- b. Stewart and me ride the school bus together.
- c. Today me and Bobby will be home by three o'clock.
- d. Andrea and me raced across the football field.

16. In which sentence is the word *me* used correctly?

- a. Ms. Cardoza and me talked about the election.
- b. The winners were Bill and me.
- c. Maybe me and Selma will eat lunch together.
- d. Uncle Mort went skating with Kelly and me.

17. In which sentence is the word *I* used correctly?

- a. Ms. O'Donnell bought some colored pencils for Willie and I.
- b. Lily and I have a skating lesson every Saturday morning.
- c. Susie invited Terry and I to her house for dinner.
- d. I and Peter mailed a letter to Albert.

18. In which sentence is the word *me* used correctly?

- a. Tony and me missed our train.
- b. Every morning me and Bertha listen to the radio.
- c. The thunderstorm woke my brother and me.
- d. Linda and me met at the museum last Sunday.



Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
(continued)

19. In which sentence is the word I used correctly?
- a. Carolyn taught Lenny and I a funny song.
  - b. I and Ed will visit Sally this weekend.
  - c. Mrs. Balthrop told I and Bill about her three children.
  - d. Dr. Opel and I talked about the soccer team.
20. In which sentence is the word I used correctly?
- a. I and Bobby sat next to Lucy.
  - b. Marilyn gave Tina and I some of her old records.
  - c. The last people in the room were Jake and I.
  - d. Tammi picked some daisies for Carol and I.

---

**Possessive pronouns:** Choose the sentence in which the underlined pronoun is used correctly. Mark your answer.

- Sample:  a. Mine school is having a science fair.  
 b. Those Western boots are hers.  
 c. Kimberly and Pete completed theirs homework.  
 d. Ours rabbit ate a head of lettuce.
21.  a. Hers dictionary has many pictures.  
 b. May we play with yours new puppy?  
 c. Josh and Corey pulled their wagon home  
 d. The bat with the blue handle is our.
22.  a. Mr. Kramer and Ms. Bertrand looked at theirs watches.  
 b. That little yellow car is ours.  
 c. These are yours socks in the drawer.  
 d. Mine house is on Osgood Street.



Name \_\_\_\_\_

**Test** | **Pronouns**

**UNIT 11**  
(continued)

23.  a. Have you seen my math book?  
 b. Mine sneakers are in the closet.  
 c. Mr. Bukowski's fence is higher than their.  
 d. May Randy borrow yours pencil?
24.  a. Niki and Linda are mine best friends.  
 b. The strong wind blew open ours door.  
 c. The blue jacket with the red stripes is her.  
 d. Ken's dog is bigger than yours.
25.  a. Ours school is near the playground.  
 b. Her favorite colors are green and purple.  
 c. Please hang hers picture on the wall.  
 d. The first desk in the second row is your.

**Choosing the right contractions:** Choose the correct contraction for the underlined words. Mark your answer.

Sample: they will

- a. they're                       c. they'll  
 b. they'd                          d. they've

26. I have

- a. I'll                                 c. I'm  
 b. I've                                d. I'd

27. we are

- a. we'd                               c. we've  
 b. we'll                              d. we're

28. you had

- a. you'll                             c. you'd  
 b. you're                           d. you've

Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
*(continued)*

29. she will

- a. she'll                       c. she's  
 b. he'll                          d. she'd

30. it is

- a. I'm                             c. I'd  
 b. it's                             d. I've

**Choosing the pronouns and verbs in contractions:** Choose the words that were combined to form the underlined contraction in each sentence. Mark your answer.

**Sample:** You're late.

- a. You have                       c. You were  
 b. You are                         d. You will

31. He'd already seen the movie twice.

- a. He had                         c. He will  
 b. He is                           d. He has

32. We've forgotten something.

- a. We will                         c. We have  
 b. We are                         d. We would

33. Do you think they'll be on time?

- a. they would                     c. they are  
 b. they have                       d. they will

34. I'd really like to go to the party.

- a. I am                             c. I will  
 b. I would                         d. I had



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Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
*(continued)*

35. She's the best swimmer in the class.

- a. She was                       c. She is  
 b. She would                    d. She has

**Avoiding double subjects:** Choose the correct sentence in each group.  
Mark your answer.

- Sample:**  a. Beth she read a story to us.  
 b. The story was a fable about a rabbit.  
 c. Jack he wrote a story too.  
 d. The class we enjoyed the stories.

36.  a. The Langlers they have two dogs.  
 b. Tom, he taught the dogs tricks.  
 c. Sally gives the dogs treats.  
 d. The pet shop it is nearby.
37.  a. My dad and sister they plant flowers in the garden.  
 b. The garden it is in the back yard.  
 c. Our garden has daisies and rose bushes in it.  
 d. Every day Sarah she waters the flowers.
38.  a. He plays the violin.  
 b. Ellen she plays the piano.  
 c. The students they practice every day.  
 d. The orchestra it has many students in it.
39.  a. Judy she paints portraits.  
 b. Sometimes she likes to draw too.  
 c. Julie and Mark they make finger paintings.  
 d. Often Ted he takes photographs.

Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
(continued)

40.  a. Kyle and Juan they ride their bikes to school.  
 b. Jane rides on the school bus.  
 c. Usually Mike he walks to school.  
 d. Laurie she lives next to the school.

**Using we and us with nouns:** Choose the correct answer to each question.  
Mark your answer.

**Sample:** In which sentence should the word *we* be used?

- a. The teacher read a story to \_\_\_\_\_ students.  
 b. Yesterday \_\_\_\_\_ soccer players won the game.  
 c. The conductor corrected \_\_\_\_\_ musicians.  
 d. An author spoke to \_\_\_\_\_ readers.

41. In which sentence should the word *us* be used?

- a. Tomorrow \_\_\_\_\_ football players have an important game.  
 b. Actually \_\_\_\_\_ members like the glee club.  
 c. On Saturday \_\_\_\_\_ tennis players have a match.  
 d. The coach gave \_\_\_\_\_ pitchers a few good suggestions.

42. In which sentence should the word *we* be used?

- a. Mr. Olsen told \_\_\_\_\_ hikers about his travels.  
 b. The best dancers are \_\_\_\_\_ fifth graders.  
 c. Mrs. Thomas showed the rare coins to \_\_\_\_\_ students.  
 d. Mr. Jorgensen gave some apples to \_\_\_\_\_ customers.

43. In which sentence should the word *us* be used?

- a. Last month \_\_\_\_\_ fifth graders went on a class trip.  
 b. Tomorrow \_\_\_\_\_ tourists will visit Boston.  
 c. The best artists in the contest were \_\_\_\_\_ winners.  
 d. The coach offered orange slices to \_\_\_\_\_ runners.



Name \_\_\_\_\_

**Test**

**Pronouns**

**UNIT 11**  
(continued)

44. In which sentence should the word *we* be used?

- a. Next week \_\_\_\_\_ marching band members will receive our uniforms.
- b. John informed \_\_\_\_\_ coin collectors of an interesting new book.
- c. Henry played a song for \_\_\_\_\_ listeners.
- d. The home run made \_\_\_\_\_ fans cheer.

45. In which sentence should the word *us* be used?

- a. Usually \_\_\_\_\_ farmers start work early.
- b. In December \_\_\_\_\_ skiers bought new equipment.
- c. Hans told \_\_\_\_\_ Americans about Austria.
- d. The performers at the assembly were \_\_\_\_\_ girls.

---

**Synonyms and antonyms:** Choose the correct answer to each question.  
Mark your answer.

**Sample:** Which word is a synonym for the underlined word in the sentence?  
The rabbit jumped across the field.

- a. walked       b. hopped       c. crept       d. ran

46. Which word is an antonym for the underlined word in the sentence?  
The water was very cold and clear.

- a. hot       b. cool       c. chilly       d. comfortable

47. Which word is a synonym for the underlined word in the sentence?  
The school year begins in September.

- a. ends       b. starts       c. continues       d. increases

48. Which word is an antonym for the underlined word in the sentence?  
The path was very wide at the beginning.

- a. broad       b. high       c. straight       d. narrow

Name \_\_\_\_\_

**Test** | **Pronouns**

**UNIT 11**  
*(continued)*

49. Which word is a **synonym** for the underlined word in the sentence?

My cousin and I walked slowly to the grocery store.

- a. rode       b. strolled       c. dashed       d. raced

50. Which word is an **antonym** for the underlined word in the sentence?

She was prepared for the concert.

- a. ready       b. unhappy       c. late       d. unprepared

APPENDIX D



## APPENDIX D

Name \_\_\_\_\_

## Test

## Adjectives

UNIT 7

**Adjectives and the nouns they describe:** Choose the sentence in which an adjective and the noun it describes are underlined. Mark your answer.

- Sample:  a. The waves were choppy and high.  
 b. A large storm blew out to sea.  
 c. Many boats rocked wildly in the water.  
 d. We checked the wet ropes and knots.
1.  a. Robin ate a sandwich for lunch.  
 b. She found a large peach in her lunch bag.  
 c. The peach was sweet and juicy.  
 d. She drank a glass of cold milk too.
2.  a. Brian wrote two letters to his brother.  
 b. His brother goes to a small college in another state.  
 c. Brian will see his older brother soon.  
 d. The college has a long vacation then.
3.  a. Ms. Heinz moved to the city in the middle of last week.  
 b. She left her telephone book at her old house.  
 c. Ms. Heinz called the telephone company.  
 d. The office sent her a new telephone book.
4.  a. Tom visited his uncle's large farm.  
 b. He saw many cows and horses.  
 c. Several horses ate hay from Tom's hand.  
 d. Tom rode a gray and white horse.
5.  a. Maria picked up the morning newspaper.  
 b. She saw an interesting story about the mayor.  
 c. Maria read the whole story carefully.  
 d. Then she told her new friend about the story.

**Articles and demonstrative adjectives:** Choose the correct answer to each question. Mark your answer.

**Sample:** In which sentence should the word *a* be used?

- a. Would you like \_\_\_\_\_ apple?
- b. No, but I will try \_\_\_\_\_ grapes.
- c. There is also \_\_\_\_\_ orange here.
- d. This orange is \_\_\_\_\_ juicy one.

6. In which sentence should the word *an* be used?

- a. Agnes has \_\_\_\_\_ older brother.
- b. He is in \_\_\_\_\_ seventh grade.
- c. He has \_\_\_\_\_ big stamp collection.
- d. Agnes helps him put \_\_\_\_\_ stamps into books.

7. In which sentence should the word *a* be used?

- a. Did you hear \_\_\_\_\_ rain last night?
- b. The storm lasted for \_\_\_\_\_ hour.
- c. I saw \_\_\_\_\_ big flash of lightning.
- d. It lit up \_\_\_\_\_ whole sky.

8. In which sentence should the word *this* be used?

- a. Did you find interesting pictures in \_\_\_\_\_ books?
- b. \_\_\_\_\_ book has pictures, but that one does not.
- c. \_\_\_\_\_ students enjoyed the book.
- d. I will give the book to \_\_\_\_\_ students.

9. In which sentence should the word *these* be used?

- a. Are \_\_\_\_\_ guitars over there electric?
- b. Who owns \_\_\_\_\_ violin?
- c. \_\_\_\_\_ instruments near me have only four strings.
- d. \_\_\_\_\_ woman plays the violin very well.



Name \_\_\_\_\_

**Test** | **Adjectives**

**UNIT 7**  
(continued)

10. In which sentence should the word *that* be used?

- a. \_\_\_\_\_ dog in my arms has a cute face.
- b. Sara is taking care of \_\_\_\_\_ kittens.
- c. \_\_\_\_\_ puppies belong to Alex.
- d. \_\_\_\_\_ cat across the street is a special breed.

**Comparing with adjectives:** Choose the correct word or words to complete the sentence. Mark your answer.

Sample: That is the \_\_\_\_\_ story I have ever heard!

- a. mysterious
- b. mysteriousest
- c. more mysterious
- d. most mysterious

11. This ladder is \_\_\_\_\_ than the other one.

- a. steadyer
- b. steadyest
- c. steadier
- d. more steadier

12. Daisy is the \_\_\_\_\_ of the three horses.

- a. thinner
- b. thinnest
- c. more thin
- d. most thin

13. Our camping trip was \_\_\_\_\_ than our boat ride.

- a. excitinger
- b. excitingest
- c. more exciting
- d. most exciting

14. Roses are the \_\_\_\_\_ flowers in my garden.

- a. delicater
- b. delicatetest
- c. more delicate
- d. most delicate

15. Rita's hands are \_\_\_\_\_ than Clara's hands.

- a. larger
- b. largest
- c. more large
- d. most large



Name \_\_\_\_\_

**Test** | **Adjectives**

**UNIT**  
(continue)

**Comparing with good and bad:** Choose the correct answer to each question. Mark your answer.

**Sample:** In which sentence should the word *worse* be used?

- a. Our old boat is in such \_\_\_\_\_ condition.
- b. This weather is \_\_\_\_\_ than last week's.
- c. That was the \_\_\_\_\_ game of the year.
- d. This is the \_\_\_\_\_ street in town.

16. In which sentence should the word *good* be used?

- a. Mike and Jeanine are \_\_\_\_\_ swimmers.
- b. Wilt gave the \_\_\_\_\_ report of all the students.
- c. Meg's handwriting is \_\_\_\_\_ than mine.
- d. That is the \_\_\_\_\_ painting I have ever seen.

17. In which sentence should the word *worst* be used?

- a. The new piano is \_\_\_\_\_ than the old one.
- b. That skier just took a \_\_\_\_\_ fall.
- c. Connie's cold is \_\_\_\_\_ than Marco's cold.
- d. That is the \_\_\_\_\_ shovel in the tool shed.

18. In which sentence should the word *better* be used?

- a. That is the \_\_\_\_\_ dinner we've ever had.
- b. That is the \_\_\_\_\_ of all the photographs.
- c. The big lamp is \_\_\_\_\_ than the small lamp.
- d. Miriam is the \_\_\_\_\_ singer in our school.

19. In which sentence should the word *bad* be used?

- a. Jim has a \_\_\_\_\_ cold than Barbara.
- b. This is a \_\_\_\_\_ place for a softball game.
- c. Those shoes are the \_\_\_\_\_ ones of all.
- d. Last week's grocery bill was \_\_\_\_\_ than this week's bill.

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Name \_\_\_\_\_

**Test** | **Adjectives**

**UNIT 7**  
(continued)

20. In which sentence should the word *best* be used?

- a. Liza and Roberto wrote the \_\_\_\_\_ poems of all.
- b. The blue pants look \_\_\_\_\_ than the gray ones.
- c. Pedro and Maureen had a very \_\_\_\_\_ time at the fair.
- d. Rick's cooking tastes \_\_\_\_\_ today than yesterday.

**Proper adjectives:** Choose the underlined word that is a proper adjective and should be capitalized. Mark your answer.

Sample: The new chef made some chinese food in the small kitchen.

- a. new
- c. chinese
- b. some
- d. small

21. John bought a pretty ring, a swiss watch, and two gold lockets.

- a. pretty
- c. two
- b. swiss
- d. gold

22. We stayed in a charming, tiny village in the beautiful spanish countryside.

- a. charming
- c. beautiful
- b. tiny
- d. spanish

23. Some canadian tourists like our lively, big cities with tall skyscrapers.

- a. canadian
- c. big
- b. lively
- d. tall

24. I read the long french novel with the strange but happy ending.

- a. long
- c. strange
- b. french
- d. happy

25. Do your three older sisters like spicy italian food?

- a. three
- c. spicy
- b. older
- d. italian



Name \_\_\_\_\_

**Test**

**Adjectives**

**UNIT 7**  
(continued)

**Homographs:** Choose the sentence in which the underlined word has a different meaning from the one it has in the other sentences. Mark your answer.

- Sample:**
- a. Let's rest before we go on.
  - b. My parents like to rest after dinner.
  - c. Do you need the rest of this glue?
  - d. Why don't you rest awhile so you won't get tired?
26.  a. Cinnamon comes from the bark of a tree.
- b. Why does the dog bark so much?
- c. Canoes were once made of birch bark.
- d. Trees need bark for protection.
27.  a. The clock was wound too tightly.
- b. Who wound this rubber band around the doorknob?
- c. The wound healed quickly.
- d. Harry wound some string around the package.
28.  a. The performer took a bow as the audience clapped.
- b. Tie this ribbon into a bow.
- c. Cindy wore a bow in her hair.
- d. Can your little brother tie a bow yet?
29.  a. Dave will count all the chairs.
- b. Jane can count to one million.
- c. The teachers will count the students at the assembly.
- d. Suzy once met a count from France.
30.  a. Sarah will bat first for the team.
- b. The bat flew from the tree to the garage.
- c. Cindy can bat a ball farther than anyone.
- d. The pitcher can bat as well as any other player.

Name \_\_\_\_\_

**Test**

**Adjectives**

**UNIT 7**  
(continued)

**Homophones:** Choose the correct answer to each question. Mark your answer.

**Sample:** In which sentence should the word threw be used instead of *through*?

- a. Mr. Ross hammered a nail \_\_\_\_\_ the board.
- b. Kathy \_\_\_\_\_ a stone into the pond.
- c. This path goes \_\_\_\_\_ the woods.
- d. The baseball went \_\_\_\_\_ that window.

31. In which sentence should the word not be used instead of *knot*?

- a. I did \_\_\_\_\_ find my favorite bracelet.
- b. Please take the \_\_\_\_\_ out of this chain.
- c. You have a \_\_\_\_\_ in your shoelace.
- d. Can you tie the \_\_\_\_\_ correctly?

32. In which sentence should the word scent be used instead of *sent* or *cent*?

- a. The price of milk has gone up another \_\_\_\_\_.
- b. Mr. Adams \_\_\_\_\_ his son to the store.
- c. Do daisies have a pleasant \_\_\_\_\_?
- d. Bettina \_\_\_\_\_ a letter to you yesterday.

33. In which sentence should the word to be used instead of *too* or *two*?

- a. Randy wrote a letter \_\_\_\_\_ his best friend.
- b. His friend's name is Randy \_\_\_\_\_.
- c. The \_\_\_\_\_ boys grew up together.
- d. Then, \_\_\_\_\_ years ago, one Randy moved away.

Name \_\_\_\_\_

**Test**

**Adjectives**

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(contir

34. In which sentence should the word there be used instead of *their* or *they're*?

- a. The workers are getting into \_\_\_\_\_ truck.
- b. They are taking \_\_\_\_\_ lunch break.
- c. This week \_\_\_\_\_ working on a bridge.
- d. They will be working \_\_\_\_\_ this afternoon.

35. In which sentence should the word your be used instead of *you're*?

- a. \_\_\_\_\_ a very fine pianist.
- b. \_\_\_\_\_ the most talented pianist in the class.
- c. \_\_\_\_\_ talent will help you succeed.
- d. People think that \_\_\_\_\_ very talented.



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