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# Late Work Policies: Their Impact on Student Achievement

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# Late Work Policies: Their Impact on Student Achievement

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## Research Question

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

## Literature Review

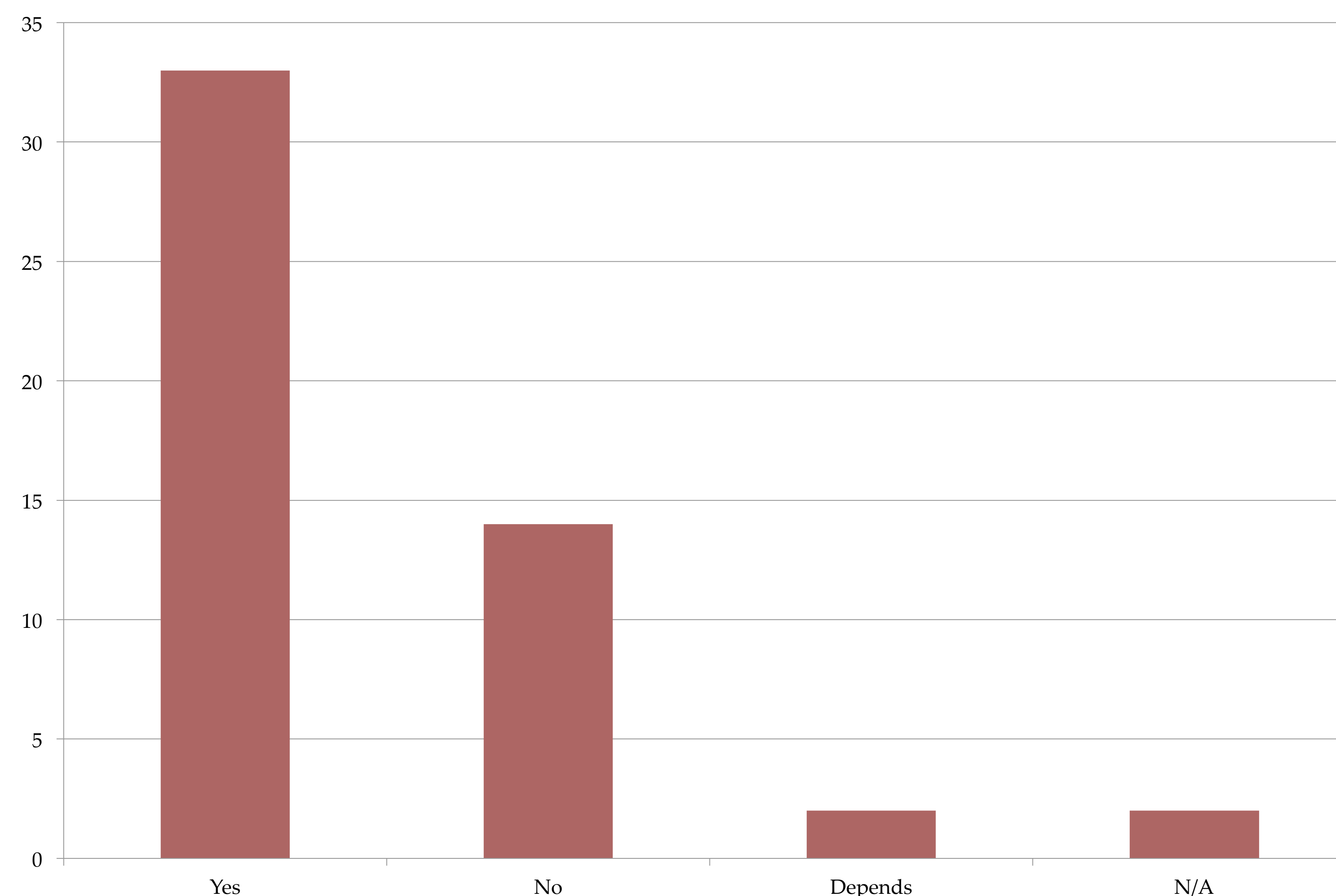
- Late work allows for students to learn material and should be taken into consideration when planning a course (Guskey, 2004; Wormeli, 2006).
- The original purpose of assignments is for students to learn classroom material, not accountability (Carifio & Carey, 2013; Docan, 2006; Guskey, 2006; Mader, 2009).

## Methodology

- *Participants:* Approximately 50 Freshmen World History students and 5 high school Social Studies teachers were surveyed.
- *Data Sources:* Student surveys, Teacher interviews, and Student teaching memos

## Results and Data Analysis

### Is Adding a Late Work Penalty Fair?



**Figure 1.** Contrary to other research findings, a majority of students believe late work penalties are fair.

**Student 1:** If people care enough to turn in their stuff they should be graded by the work they did on the paper, not [because] it was late.

**Student 2:** It isn't fair to students who do their work on time. There should be a penalty.

**Teacher:** Many things in life do have due dates where there is a consequence if you miss the deadline.

**Figure 2.** Sample responses of those surveyed had conflicting feelings towards late work penalties.

- Majority of students preferred and thought late work penalties were fair. Those who did not, cited completion of work as justification.
- Teachers had policy of allowing late work to be turned in before a unit exam.
- Figure 1 goes against established literature on late work policies (Carifio & Carey, 2013) whereas Figure 2 shows the range in responses (Zoeckler, 2007).

## Conclusion

- **No Penalty Policy:** This will increase student motivation to turn in late work.
- **Point Based Policy:** Emphasis is placed on student accountability.
- **Collective Classroom Determination:** Promotes awareness of classroom policy and while opening up dialogue between students and teacher.
- Further research could be conducted with students of all grade levels in high school have a consistent opinion.