

Section 1:

#1 "Do you like doing homework? When you are bored does it help? When I am bored homework helps me. Imagine a life without homework. Would it be so boring? I do homework every day. What will I do without homework? Get bored for hours."

Strengths: Your opening uses engaging rhetorical questions to immediately draw readers in. The personal perspective creates an accessible entry point to your argument.

Weaknesses: Underdeveloped reasoning → Your opening relies too heavily on a single reason (boredom prevention) without substantive development. "When I am bored homework helps me" and "Get bored for hours" suggest limited perspective on homework's purpose. ***Homework provides more than just boredom relief—it helps me practise important skills, prepare for future lessons, and develop independence as a learner.***

#2 "One of the greatest benefits of homework is practice and application. Teachers teach in the classroom, and while skills are learned and new developments are encouraged, teachers do not have the time for students to apply and practice that which was just accomplished in the moment."

Strengths: Your paragraph begins with a clear topic sentence that establishes a key benefit. You effectively identify the classroom time constraint that homework addresses.

Weaknesses: Awkward phrasing → The sentence structure becomes convoluted with phrases like "that which was just accomplished in the moment." This reduces clarity and impact. ***Teachers teach valuable skills in class, but there simply isn't enough classroom time for students to properly practise and apply these new concepts without homework.***

#3 "Therefore, instead of promoting no homework, educators and school boards should take equity and quality issues into consideration—no homework isn't the answer; better homework is."

Strengths: Your conclusion offers a balanced perspective that acknowledges concerns while maintaining your position. The final statement is memorably concise.

Weaknesses: Limited actionable solutions → While you mention "better homework," you don't clearly define what makes homework "better" or how educators might implement improvements. *Instead of eliminating homework entirely, teachers should design meaningful assignments that allow for creative thinking, connect to real-world applications, and can be completed within reasonable time limits.*

■ Your persuasive piece shows good potential but needs more development in several areas. The introduction uses questions effectively but relies too much on the single idea of preventing boredom. You could strengthen this by mentioning other important benefits of homework right from the start. Also, your middle paragraphs contain strong arguments about practice, independent thinking and life skills, but they need clearer examples. For instance, when discussing time management, you could include a specific scenario showing how homework helps with this skill. Additionally, your conclusion lacks specific recommendations for what "better homework" actually means. You could improve by adding 2-3 concrete suggestions for how teachers might create more effective assignments. Your transitions between paragraphs are smooth, but some of your sentences are quite long and complex, making them difficult to follow. Breaking these into shorter, clearer statements would make your arguments more powerful and easier to understand.

Overall Score: 42/50

Section 2:

~~Do you like doing homework? When you are bored does it help? When I am bored homework helps me. Imagine a life without homework. Would it be so boring? I do homework every day. What will I do without homework? Get bored for hours.~~ [Do you like doing homework? When you are bored, does it help? When I am bored, homework helps me. Imagine a life without homework. Would it be so boring? I do homework every day. What would I do without homework? Get bored for hours.] #1

One of the greatest benefits of homework is practice and application. Teachers teach in the classroom, and while skills are learned and new developments are encouraged, teachers do not have the time for students to apply and **practice** [practise] that which was just accomplished in the moment. #2 Homework provides for an at-home opportunity to

~~practise~~ [practise], relative to classroom learning, with additional feedback and resources accessible on one's own time and at one's own pace. Reinforcement and repetitive measures are fundamental to learning—if someone wanted to learn an instrument but could only do so during lesson time, it would take forever to learn anything. From math to science to history, everything we learn needs ~~practise~~ [practise] to achieve fluency. By not assigning homework practice which leads to comprehension cannot take place. Homework also fosters independent and critical thinking skills. When an assignment is given in class and due the next time the students and teacher meet, students need to think independently about how to apply what they've learned—there isn't a teacher right there in that moment to assist. This encourages critical thought, analysis, independent problem-solving, and resourcefulness. While classroom learning with a teacher is excellent support, there is also a level of classroom interdependence taught to a degree; raising one's hand for an answer shows engagement, but it fails to assist in personal progress when one's justified answer comes along without intervention. Homework fosters engagement that furthers identity, but within the confines of the assignment, without collaborative support. This is the process of learning that will help students not only graduate successfully but also flourish in their professional lives after. In addition, homework teaches life skills. Skills like time management, responsibility, and ~~organizational~~ [organisational] abilities need to be honed over time consistently. When a due date for a homework assignment is turned in, students must prioritize which assignments to complete and in which timeframe, which may take precedence over others. This is not inherent; this needs to be learned through doing. Homework gives structure and fosters ~~organizational~~ [organisational] skills and time management abilities needed for graduate school, college courses, jobs, and adult life. By not assigning homework, these opportunities to learn valuable life lessons fade away. Therefore, the concerns over not assigning homework stem from an overabundance of homework assigned, busywork, and inequitable access. These are certainly concerns well-founded and need to be acknowledged; however, they do not warrant an exemption from homework altogether. Instead, they suggest the need for purposeful assignment creation instead of arbitrary completion—homework should be related to the curriculum, and if assigned, should be engaging and active for all, regardless of ability levels. This means that supports should be made from afterschool tutoring to online educational forums where students can seek guidance and help. This opens up the channels of communication between student, parent, and teacher to ensure homework is not overwhelming but beneficial for all involved. In addition, homework allows for parental involvement. Parents can see what is being done in school, reinforce it at home, and have a better understanding of what their child does not possess in terms of knowledge to

advocate for further assistance. This alignment between home and school fosters an even better learning experience for the student and helps students understand that learning is important in every aspect of their life. This should not be confused with parents feeling obliged to complete homework with their students, but if the opportunity arises, and for some parents, it will be a benefit to their educational needs. Therefore, for those who feel that homework causes more harm than good, the notion that it should be banned is an ignorant approach to considering all the benefits homework can provide. Provided that homework is productive—meaning meaningful and age appropriate—homework can extend the classroom experience to reinforce what was learned during the day, increase opportunities for independent thought, foster new skills like time management, and engagement with parents who otherwise may not have the opportunity to see what their children are learning.

Therefore, instead of promoting no homework, educators and school boards should take equity and quality issues into consideration—no homework isn't the answer; better homework is. #3