



**THE VALUE OF
HOME MARKING:
A GUIDE FOR PARENTS**

KUMON

The value of home marking

Impact on progress

- It is easier for your child to figure out on their own where they went wrong, and make the corrections, while that day's worksheet content is fresh in their mind, rather than several days later at the centre.
- The chances of making the same or similar mistakes on the proceeding days' worksheets are minimised.
- Your child's understanding of the worksheet content for that day is consolidated through the correction process.
- After completing any corrections to achieve 100 percent, your child experiences a sense of accomplishment and completion each day.

Benefit for parent and child

- You will see on a daily basis the progress your child is making in the worksheets.
- Timely recognition and praise for effort and improvement can be given.
- You can communicate specific observations to the Instructor about your child's learning condition at home, so the Instructor can provide relevant and timely encouragement and support at the centre.
- Your child will appreciate the practical demonstration of support and encouragement from you.
- Home marking relieves some of the pressure your child may feel from daily worksheet study, as it becomes a shared experience, rather than an experience on their own without acknowledgement or guidance.

Impact on study at the centre

- If there were difficulties with the homework, they can be addressed immediately at the centre.
- If there were no difficulties with the homework, your child can immediately tackle the worksheets set for class, with the confidence they have already achieved 100 percent for their homework, rather than spending precious time and energy completing homework corrections.
- There is more time in class for attempting worksheets that contain new concepts.
- Your child may also be able to complete a higher volume of worksheets in class, which will develop study stamina and increase the rate of progress, when time taken up doing corrections at the centre is reduced.

The home marking process

Overview

- After your child completes their worksheets each day on their own, you mark the worksheets using an answer book and return them to your child as soon as reasonably possible. (We know you are very busy, and cannot always do this straight away.)
- Your child makes any corrections, on their own, until all answers are correct. It is best if corrections are done as soon as possible, but definitely before commencing the next day's worksheets.
- Your child returns all the marked and corrected worksheets to the centre on their next centre day.
- The Instructor assesses the frequency and type of errors, and the way your child has done the corrections. This is vital information for assigning future worksheets.
- The worksheets are returned to your child once the original scores and completion times are recorded in their score book.

How to mark mathematics

1. Draw a large **circle (O)** on each page that is all correct. (image 1)
2. Place a **tick (v)** through the question number of any incorrect or unattempted question. This tick indicates that the student should check this question again. (image 2)
3. Place a **triangle (Δ)** on the question number for any question that has been attempted however, is incomplete. An example of this is when a student has not reduced a fraction to the lowest possible term. (image 3)
4. **Circle the grade** on the grading scale that corresponds to the number of errors made on the 'a' and 'b' side. Once the errors have been corrected, write a "100" in the top right hand corner. (image 4)
5. A small **circle (O)** is placed around the tick or triangle once the corrections are made. (image 5)
6. A second **tick (v v)** is placed next to the first tick, if the answer is still not correct, place a second tick next to the first tick and return to the student. (image 6)
7. 100 is written on the 'a' side of the corrected worksheets. N.B. Do not change the original grade on the grading scale. (image 7)

Image 1

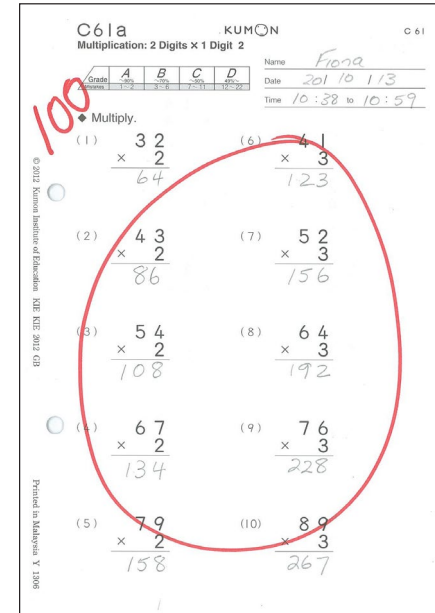


Image 2

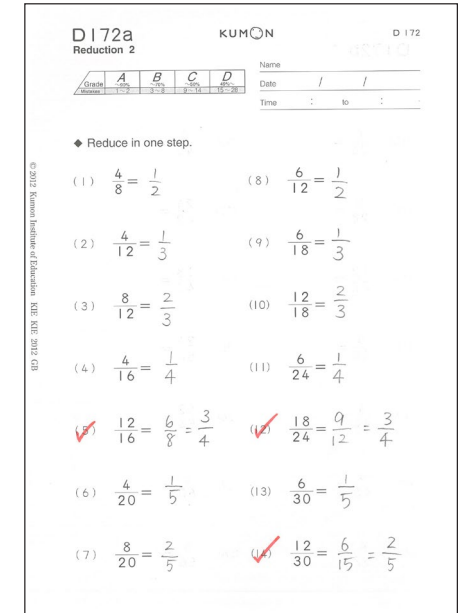


Image 3

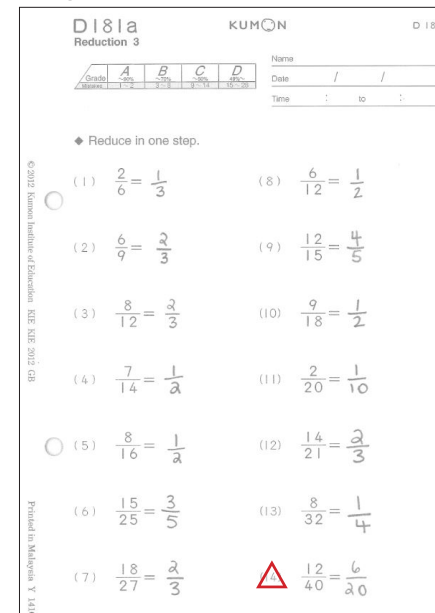


Image 4

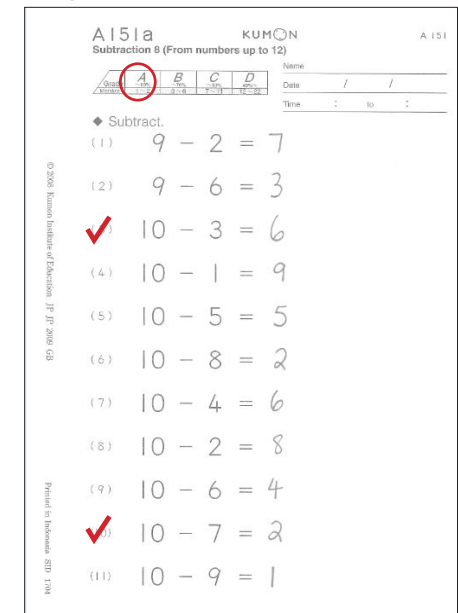


Image 5

A151a KUMON A 151
Subtraction 8 (From numbers up to 12)

Grade	A	B	C	D
Points	100	75	50	25

Name _____
Date / /
Time : to :

◆ Subtract.

(1) $9 - 2 = 7$

(2) $9 - 6 = 3$

(3) $10 - 3 = 7$

(4) $10 - 1 = 9$

(5) $10 - 5 = 5$

(6) $10 - 8 = 2$

(7) $10 - 4 = 6$

(8) $10 - 2 = 8$

(9) $10 - 6 = 4$

(10) $10 - 7 = 3$

(11) $10 - 9 = 1$

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Image 6

A151a KUMON A 151
Subtraction 8 (From numbers up to 12)

Grade	A	B	C	D
Points	100	75	50	25

Name _____
Date / /
Time : to :

◆ Subtract.

(1) $9 - 2 = 7$

(2) $9 - 6 = 3$

(3) $10 - 3 = 7$

(4) $10 - 1 = 9$

(5) $10 - 5 = 5$

(6) $10 - 8 = 2$

(7) $10 - 4 = 6$

(8) $10 - 2 = 8$

(9) $10 - 6 = 4$

(10) $10 - 7 = 4$

(11) $10 - 9 = 1$

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Image 7

A151a KUMON A 151
Subtraction 8 (From numbers up to 12)

Grade	A	B	C	D
Points	100	75	50	25

Name _____
Date / /
Time : to :

◆ Subtract.

(1) $9 - 2 = 7$

(2) $9 - 6 = 3$

(3) $10 - 3 = 7$

(4) $10 - 1 = 9$

(5) $10 - 5 = 5$

(6) $10 - 8 = 2$

(7) $10 - 4 = 6$

(8) $10 - 2 = 8$

(9) $10 - 6 = 4$

(10) $10 - 7 = 3$

(11) $10 - 9 = 1$

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How to mark English

1. Draw a large **circle (O)** on each page that is all correct. Sometimes a student's answer may not match the answer book word for word, but it is still correct. (image 9)
2. For pages where both sides have a **perfect score, write 100** in the top right hand corner of side 'a' of the worksheet. (image 10)
3. Place a **tick (v)** through the question number of any incorrect or unattempted question. This tick indicates that the student should check this question again. (image 11)
4. Place a **triangle (Δ)** on the question number to indicate a minor error of spelling, punctuation or inappropriate use of capital letters. **Please note:** Where the learning focus of the set or page is punctuation or spelling, any errors should be indicated by a **tick (v)** through the question number. (image 12)
5. For each incorrect answer (**v**), deduct the specified number of marks from a total of 100 as instructed on the page. If no specified value is given, deduct five (5) points for each incorrect answer. (image 13)
6. For each minor error of spelling, punctuation and/or capital letter (**Δ**) deduct one (1) point from a total of 100. (image 13)
7. Deduct the appropriate number of points from 100 to give a score for each page. (image 13)
8. Once students have corrected all errors, a score of 100 should be written under the initial score. N.B. Do not erase the original grade out of 100. (image 14)

Image 9

BII 142b KUMON Name: _____ Date: / / Time: : - :
 Comparing and Contrasting 3
 Grandad's Gifts

Read the story and then answer the questions. [-10 each]

Tamara's mother cooked her favourite food – pancakes – for breakfast. Tamara took some blackberry jam out of the cupboard. She always put this on her pancakes. Her brother, Tom, wanted lemon and sugar on his. After breakfast, Tamara's father washed up.

1) What did Tamara's mother and father do?
 Tamara's mother cooked breakfast.
 Tamara's father washed up after breakfast.


2) What did Tamara and Tom put on their pancakes?
 Tamara put blackberry jam on her pancakes.
 Tom put lemon and sugar on his pancakes.

Image 10

BII 142a KUMON Name: _____ Date: / / Time: : - : **100**
 Comparing and Contrasting 3
 Grandad's Gifts

Read some more of Grandad's Gifts. Then complete the statements with the words from the story. [-10 each]

It was high in the mountains, far from the city. The garden was overgrown. Ivy had climbed the gum trees. Blackberry bushes choked the paths and strangled the shrubs. He walked over to the forbidden cupboard and gave him to handle a shake.



The boy's family had moved to a new house.

1) The house was high in the mountains. It was far from the city.

2) Ivy had climbed the trees. Blackberry bushes strangled the shrubs.

1 point is lost for each numbered question where there is an error in spelling, punctuation or grammar.

Deduct the specific value given or if no value is given deduct 5 marks for an incorrect question.

Image 13

CI 123a KUMON Name: _____ Date: / / Time: : - : **94**
 Sentence Construction 1

Look at the picture. Then answer the questions. [-5 each]

1) How many huts does the village have?
the village has ten huts.

2) What are beaten with sticks by Mahalia?
Drums are beating with sticks by Mahalia.

3) Where are the villagers hunting?
The villagers are hunting out on the plains.




Image 11

CI 126a KUMON Name: _____ Date: / / Time: : - :
 Sentence Construction 1

Unscramble the groups of letters to form words. Use the words to complete the sentences. [-3 each]

1) m/il/fa/ar/i
 I can get lost if I don't see familiar signs.

2) or/w/d/l
 My friend travelled around the world.

3) e/t/pr/en/d
 The children pretend to be lions.

4) s/i/l/r/r/sp
 Many people believe in spirits which protect them.

5) oa/l/g/s
 Some goats look similar to sheep.

6) p/ar/l/ea/d
 A leopard is usually tan-coloured, with black spots on its fur.

Image 12

CI 123a KUMON Name: _____ Date: / / Time: : - :
 Sentence Construction 1

Look at the picture. Then answer the questions. [-5 each]

1) How many huts does the village have?
the village has ten huts.

2) What are beaten with sticks by Mahalia?
Drums are beating with sticks by Mahalia.

3) Where are the villagers hunting?
The villagers are hunting out on the plains.




Image 14


CI 123a KUMON Name: _____ Date: / / Time: : - : **94**
 Sentence Construction 1

Look at the picture. Then answer the questions. [-5 each]

1) How many huts does the village have?
the village has ten huts.

2) What are beaten with sticks by Mahalia?
Drums are beating with sticks by Mahalia.

3) Where are the villagers hunting?
The villagers are hunting out on the plains.



Request to parents

- Once the work has been marked, students should review their work, locate the mistakes on their own and make corrections. They should find the specific place where they made the mistake and erase and correct only that part of the answer.
- Never criticise or scold your child for errors. They are an expected and valuable part of the learning process, especially as your child advances to more difficult worksheets. Rather, praise them for their effort to learn from their errors.
- If your child is unable to make corrections, please submit them to the centre as is. Please do not teach your child how to solve. We will instruct the child at the centre to develop their self-learning ability. If you teach your child how to solve problems they cannot do on their own, and submit them to centre as corrected, the proceeding worksheets will be assigned on the assumption that your child understood the content of the homework and did the corrections themselves. We do appreciate your understanding and cooperation in not teaching, which may inadvertently foster dependence on you to teach. This will be to the detriment of your child's self-learning from the worksheets.
- Kumon's ultimate goal is for your child to advance ahead of school grade level through the self-study of the worksheets. The home marking process should contribute to the development of your child's self-learning ability. Students who develop the skill and attitude to study on their own and learn from errors can fully realise their academic ability and learning potential.
- While there are many benefits to daily home marking and corrections for your child, please do not over burden yourself with home marking, and don't hesitate to let your Instructor know whenever you find it difficult to home mark. Your Instructor is always there to support you and your child.

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