



Three Homework Articles

Article A

The Opportunity Myth is a 2018 study by TNTP that examined students' daily classroom experiences across several U.S. school districts. The key finding: **students often work hard and earn good grades but still do not learn enough**, because they are not consistently given access to **grade-level content, high expectations, or strong instruction**.

Core Findings

1. **Students want to succeed and believe they are on track**, but many are far behind grade level without realizing it.
2. **Most students spend the majority of class time on work below their grade level**, even if they earn A's and B's.
3. **Teacher expectations strongly influence student achievement**. When expectations are low, outcomes drop—especially for students of color, students from low-income backgrounds, English learners, and students with disabilities.
4. **Access matters more than effort alone**. Students who were given **consistent grade-level assignments and support** made **significantly more academic progress**.

What Students Need

- **Grade-level assignments**
- **High expectations from teachers**
- **Meaningful, engaging instruction**
- **Strong teacher belief in their abilities**

Overall Conclusion

Students are not held back by lack of motivation; they are held back by lack of **opportunity**. The “myth” is the belief that good grades and effort mean students are being prepared for future success—when in reality, **access to rigorous, grade-level learning** is the critical missing piece.

Article B

Here is a simplified, student- and parent-friendly summary of **the 10 Principles for Schools of Modern Learning** (from Will Richardson & Bruce Dixon). The big idea: schools must adapt to a world where knowledge changes fast and learners must take ownership of learning.

1. Learning Should Be Learner-Driven

Students should make choices, ask questions, and explore what matters to them—not just follow directions.

2. Learning Should Be Driven by Purpose

Students learn best when the work feels meaningful and connected to real life—not just done for grades.

3. Learning Happens Best When It's Social

Collaboration, discussion, and shared problem-solving matter more than working alone.

4. Learning Is a Continuous Process

Learning doesn't stop at the end of class or at graduation. Students need habits that help them keep learning for life.

5. Students Need Agency

Students should feel **in control** of their learning—making decisions, setting goals, and evaluating their own progress.

6. Schools Should Be Communities, Not Just Institutions

Students, teachers, and families should work together toward shared learning goals.

7. Learning Should Be Relevant to the Real World

Lessons should connect to problems, careers, and situations outside school.

8. Technology Should Expand Learning, Not Replace It

Tech is powerful when it helps students **create, collaborate, and explore**, not just take quizzes or watch slides.

9. Schools Should Focus on Well-Being and Belonging

Safe, supportive relationships matter. When students feel respected and known, they learn better.

10. Schools Should Be Willing to Change

To prepare students for the future, schools must **experiment, reflect, and improve**, rather than keep doing things “the way they’ve always been done.”

In short:

Modern learning means **students lead, learning is meaningful and social, and schools adapt to help every learner grow into a confident, curious, self-directed person.**

Article C:

Here is a **clear, simple summary** of the key themes commonly reported in “**State of the Student Experience**” research (from Panorama, Gallup, and similar national surveys):

Summary (Plain Language)

Students today are **working hard**, but many are also feeling **stressed, tired, and disconnected** at school. They want school to feel **more meaningful**, more **supportive**, and more **connected to real life**.

Key Points

1. Stress and Anxiety Are High

Many students report feeling **overwhelmed**, especially by:

- Workload
- Pressure to get good grades
- Concerns about the future

They want more **emotional support** from adults and time for balance.

2. Belonging Matters—But Not Everyone Feels It

Students who feel like they **belong** and are **known by adults** do better.

But some students—especially those from marginalized groups—say they feel **invisible or misunderstood**.

3. Engagement Has Dropped

Students say much of school feels:

- Repetitive
- Not connected to real life
- Lacking choice or creativity

They learn more when they can **discuss, do, create, and solve problems**, not just listen.

4. Relationships Are the Foundation

Students say the **#1 thing** that helps them learn is when **teachers care**, listen, and support them—not just teach content.

5. Students Want Voice and Choice

They want:

- A say in how they learn
 - Work that feels **relevant**
 - Opportunities to pursue **interests and passions**
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In Short

Students want school to be:

- **Supportive** (emotionally and socially)
- **Meaningful** (connected to real life)
- **Empowering** (voice, choice, ownership)
- **Engaging** (hands-on and collaborative)

They're telling us they **care**—they just need school to be a place where they feel **seen, supported, and challenged** in ways that matter.