



THE VALUE OF HOME MARKING: A GUIDE FOR PARENTS

KUMON

The home marking process

Overview

- After your child completes their worksheets each day, mark them 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 *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 records the initial grades and completion times in your child's score book.



It is best if corrections are done as soon as possible, but definitely before commencing the next day's worksheets.

How to mark mathematics

1. Draw a large circle (O) on each page that is all correct.
2. For pages where both sides have a perfect score, write 100 in the top right hand corner of side 'a' of the worksheet.

C61b

(11) $\begin{array}{r} 31 \\ \times 4 \\ \hline 124 \end{array}$	(17) $\begin{array}{r} 14 \\ \times 4 \\ \hline 56 \end{array}$
(12) $\begin{array}{r} 42 \\ \times 4 \\ \hline 168 \end{array}$	(18) $\begin{array}{r} 35 \\ \times 4 \\ \hline 140 \end{array}$
(13) $\begin{array}{r} 53 \\ \times 4 \\ \hline 212 \end{array}$	(19) $\begin{array}{r} 46 \\ \times 4 \\ \hline 184 \end{array}$
(14) $\begin{array}{r} 63 \\ \times 4 \\ \hline 252 \end{array}$	(20) $\begin{array}{r} 67 \\ \times 4 \\ \hline 268 \end{array}$
(15) $\begin{array}{r} 68 \\ \times 4 \\ \hline 272 \end{array}$	(21) $\begin{array}{r} 78 \\ \times 4 \\ \hline 312 \end{array}$
(16) $\begin{array}{r} 79 \\ \times 4 \\ \hline 316 \end{array}$	(22) $\begin{array}{r} 89 \\ \times 4 \\ \hline 356 \end{array}$

C61a KUMON
Multiplication: 2 Digits x 1 Digit 2

Name: Sarah Date: 20/8/19 Time: 10:38 to 10:59

100

◆ Multiply.

(1) $\begin{array}{r} 32 \\ \times 2 \\ \hline 64 \end{array}$	(6) $\begin{array}{r} 41 \\ \times 3 \\ \hline 123 \end{array}$
(2) $\begin{array}{r} 43 \\ \times 2 \\ \hline 86 \end{array}$	(7) $\begin{array}{r} 52 \\ \times 3 \\ \hline 156 \end{array}$
(3) $\begin{array}{r} 54 \\ \times 2 \\ \hline 108 \end{array}$	(8) $\begin{array}{r} 64 \\ \times 3 \\ \hline 192 \end{array}$
(4) $\begin{array}{r} 67 \\ \times 2 \\ \hline 134 \end{array}$	(9) $\begin{array}{r} 76 \\ \times 3 \\ \hline 228 \end{array}$
(5) $\begin{array}{r} 79 \\ \times 2 \\ \hline 158 \end{array}$	(10) $\begin{array}{r} 89 \\ \times 3 \\ \hline 267 \end{array}$

3. Place a tick (✓) through the question number of any incorrect or unattempted question. This tick indicates that the student should check this question again.
4. Place a triangle (Δ) on the question number for any question that has been attempted, but is incomplete. An example of this is when a student has not reduced a fraction to the lowest possible term.

A151a KUMON
Subtraction 8 (From numbers up to 12)

Name: _____ Date: / / Time: : to :

◆ Subtract.

(1) $9 - 2 = 7$
(2) $9 - 6 = 3$
✓ (3) $10 - 3 = 6$
(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) $10 - 7 = 2$
(11) $10 - 9 = 1$

D181a KUMON
Reduction 3

Name: _____ Date: / / Time: : to :

◆ Reduce in one step.

(1) $\frac{2}{6} = \frac{1}{3}$	(8) $\frac{6}{12} = \frac{1}{2}$
(2) $\frac{6}{9} = \frac{2}{3}$	(9) $\frac{12}{15} = \frac{4}{5}$
(3) $\frac{8}{12} = \frac{2}{3}$	(10) $\frac{9}{18} = \frac{1}{2}$
(4) $\frac{7}{14} = \frac{1}{2}$	(11) $\frac{2}{20} = \frac{1}{10}$
(5) $\frac{8}{16} = \frac{1}{2}$	(12) $\frac{14}{21} = \frac{2}{3}$
(6) $\frac{15}{25} = \frac{3}{5}$	(13) $\frac{8}{32} = \frac{1}{4}$
(7) $\frac{18}{27} = \frac{2}{3}$	Δ (14) $\frac{12}{40} = \frac{6}{20}$

5. Circle the grade on the grading scale that corresponds to the number of errors made on the 'a' and 'b' side.

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

Name: _____
Date: / /
Time: : to :

◆ Subtract.

(1) $9 - 2 = 7$
 (2) $9 - 6 = 3$
 (3) $10 - 3 = 6$ ✓
 (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) $10 - 7 = 2$ ✓
 (11) $10 - 9 = 1$

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6. A small circle (O) is placed around the tick (✓) or triangle once the corrections are made.

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

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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7. A second tick (✓✓) is placed next to the first tick, if the answer is still not correct. This second tick indicates that the student should check this question again.

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

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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8. 100 is written on the 'a' side of the corrected worksheets. N.B. Do not change the original grade on the grading scale, as the original grade is recorded in the score book.

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

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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100

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.
2. For pages where both sides have a perfect score, write **100** in the top right hand corner of side 'a' of the worksheet.

BII 142b

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.

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

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

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. I walked over to the forbidden cupboard and gave the handle a shake.

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

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

3. Place a tick (✓) through the question number of any incorrect or unattempted question. This tick indicates that the student should check this question again.
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 (✓) through the question number.

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

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

1) m/i/lk/a/r/i
 I can get lost if I don't see familiar signs.

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

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

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

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

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

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

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

Δ How many huts does the village have?
the village has ten huts.

✓ 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.

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.

6. For each minor error of spelling, punctuation and/or capital letter (**Δ**) deduct one (1) point from a total of 100.

CI 123a KUMON Name: _____ G1129
 Sentence Construction 1 Date: / /
 Time: : - 94

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

Δ How many huts does the village have?
 the village has ten huts.

✓ 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.

CI 123a KUMON Name: _____ G1129
 Sentence Construction 1 Date: / /
 Time: : - 94

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

Δ How many huts does the village have?
 the village has ten huts.

✓ 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.

7. Deduct the appropriate number of points from 100 to give a score for each page.

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 score out of 100.

CI 123a KUMON Name: _____ G1129
 Sentence Construction 1 Date: / /
 Time: : - 94

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

Δ How many huts does the village have?
 the village has ten huts.

✓ 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.

CI 123a KUMON Name: _____ G1129
 Sentence Construction 1 Date: / /
 Time: : - 94

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

Δ How many huts does the village have?
 the village has ten huts.

✓ What are beaten with sticks by Mahalia?
 Drums are beaten with sticks by Mahalia.

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

The value of home marking

Benefits for student

- It is easier for your child to make corrections while that day's worksheet content is fresh in their mind, rather than several days later at the Centre.
- The chance of making the same or similar mistakes on the proceeding days' worksheets is minimised.
- Your child's understanding of the worksheet content for that day is consolidated.
- After completing any corrections to achieve 100 percent, your child experiences a sense of accomplishment and completion each day.

Benefits for parent

- 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 observe your child's learning condition at home, and communicate specifically with the Instructor.

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.
- When time taken up doing homework corrections at the Centre is reduced there is more time available to study more new worksheets. This develops stamina and increases the rate of progress.



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 in order 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. Teaching may inadvertently foster a dependence on you to teach. As such, we do appreciate your understanding and cooperation in not teaching.
- 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. 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.

