**The data from a survey of high school math and science teachers show that in the district of Sanlee many of these teachers reported assigning daily homework, whereas in the district of Marlee, most science and math teachers reported assigning homework no more than two or three days per week. Despite receiving less frequent homework assignments, Marlee students earn better grades overall and are less likely to be required to repeat a year of school than are students in Sanlee. These results call into question the usefulness of frequent homework assignments. Most likely the Marlee students have more time to concentrate on individual assignments than do the Sanlee students who have homework every day. Therefore, teachers in our high schools should assign homework no more than twice a week.**

Based on the data from a survey of high school math and science teachers, the writer of this argument recommends that students will get better grads if math and science teachers in the district of Sanlee assign homework no more than twice a week instead of every days of a week. However, this recommendation cannot be accepted as it is because it is based on some questionable assumptions that make it unconvincing.

The first problem with this arguments is that the writer refers to a study but doesn’t indicate how many math and science teachers participated in this study. It is certainly true that in research studies the greater the number of participants in the sample , the more reliable the data are. Maybe in this study only a limited number of math and science teachers in the district of Sanlee and Marlee participated; for example , just one percentage of teachers participated. Therefore, the survey’s data is invalid.

The second problem with this argument is that the writer assumes that less math and science homework assignments during a week in the district of Marlee is the main reason that students in this district act better in schools and get higher grads. He also assumes that it is rarely for the students of the Marlee district to replicate a year of school. However , there is no evidence to show that doing less homework in the Marlee’s schools is the factor of students’ achievement in this district. Maybe the math and science teachers in the district of Marlee are more competent ,so they teach efficiently and solve students’ math and science problems effectively . Furthermore, it is possible that the Marlee’s math and science teachers use methods which make this district’s students more enthusiastic in math and science. Maybe in the district of Marlee there are more equipped laboratories for students’ usage ; therefore, they comprehend scientific subjects better and as a result get higher grads.

The third problem with this argument is that the writer assumes that having more time to focus on individual assignments in the Marlee’s schools is the other reason that students in this district is more studious than the students in the district of Sanlee. However , there is no evidence to definitely prove that this is a reason of students’ successfulness in the district of Marlee. Maybe students in the district of Marlee are more intelligent than the Sanlee’s students, so they spend extra time on individual assignments because they think that school’s assignments aren’t enough for them. Therefore , spending more time on individual assignments in the Marlee’s schools doesn’t mean that this approach may be effective in the Sanlee’s schools due to differences in students’ understanding abilities.

In the conclusion, the writer’s recommendation cannot be taken to be useful because ,as it was shown in the body paragraphs , it depends on a number of assumptions each of which is questionable. The recommendation can only be accepted if all aspects are considered.

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