

COURSE SYLLABUS
EDA 8283 – Educational Leadership
Spring 2008

Credit: 3 Semester Hours

Instructor: Dr. Fred Perkins
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Meeting Place: IED Building, Room 201
Dates/Time: Thurs. 6:00 P.M

Catalog Description

Three hours lecture. Nature of educational leadership. The role of leadership in staff and program development, diffusion of innovations, and the uses of power in educational decisions.

Required Books

Northouse, P. G. (2004). *Leadership: Theory and practice* (3d ed.). Thousand Oaks, CA: Sage Publications.

Pellicer, L. O. (2003). *Caring enough to lead* (2d ed.). Thousand Oaks, CA: Sage Publications.

Machiavelli Niccolo (1513) *The Prince* New York, NY: Sparks Publishing.

Course Objectives

The course objectives are developed around the Educational Leadership Constituents Council (ELCC) standards and the Mississippi State University Conceptual Framework Program Outcomes (CFPO) for advanced programs.

National and Local Standards Emphasized in This Course:

ELCC Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- **Element 3.2b.** Candidates can use appropriate research-based data and group process skills to build consensus, communicate, and resolve conflicts.

ELCC Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

- **Element 5.1a:** Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

- **Element 5.2a:** Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

CFPO #1: Candidates use inquiry and problem solving skills.

CFPO #2: Candidates use effective communication skills.

CFPO #10: Candidates genuinely collaborate with all stakeholders in the world of practice.

Objectives:

After completion of the course candidates should be able to:

- 1 Demonstrate an awareness of major theories regarding leadership, motivation, decision-making, and communication [ELCC 3.2b, 5.1a, 5.2a; CFPO 2, 10].
- 2 Use leadership theories in problem-solving [ELCC 3.2b, 5.1a; CFPO 1, 2, 10].
- 3 Demonstrate the capability to assess situations and determine the probability of success based on various leadership styles [CFPO 1].
- 4 Demonstrate the capability to delegate responsibility [ELCC 3.2b; CFPO 2, 10].
- 5 Demonstrate the capability to give constructive feedback to followers [CFPO 2].
- 6 Demonstrate an understanding of the role of ethics in administrative decision-making [ELCC 5.1a, 5.2a; CFPO 10].
- 7 Demonstrate an understanding of various leadership inventories and how to use the inventories to enhance leadership skills [ELCC 3.2b; CFPO 1].
- 8 Use leadership and management inventories in the workplace to improve personnel relationships and productivity [ELCC 3.2b; CFPO 1, 2].
- 9 Develop an understanding of leader/follower interactions and how to use this information to improve the organization [ELCC 3.2b; CFPO 1, 2, 10].

Methods of Instruction:

1. Case Studies Analyses
2. Lecture/Whole Group Discussions
3. Small Group Work/Discussions
4. Reflective Writing
5. Journal Articles Analyses and Evaluations
6. Leadership approach analysis of self by using Leadership Assessment Inventories
7. Movie Reviews and Analyses

Method of Evaluation:

Grading Scale: 4-point scale

1. A = 4-3.5 = Exceptional
2. B = 3.4-3.0 = Above Average
3. C = 2.9-2.3 = Average
4. D = 2.2-1.6 = Below Average
5. F= 1.5 and below = Not Acceptable
6. I = Incomplete

Grades will be based on the following:

1. Participation in Classroom Discussions – **15%** of grade [includes small group work, case studies analyses, and written chapter summaries turned in each week]
2. Written Review of Journal Articles – **15%** of grade [three journal articles]
3. Book Reviews (*Caring enough to lead* and *The Prince*) – **15%** of grade
4. Leadership Assessment Portfolio – **25%** of grade
5. Comprehensive Final Examination – **30%** of grade

Topics To Be Covered:

| | Discussion Topics | Assignments Due |
|--------------------------|---|---|
| | <ul style="list-style-type: none"> • Discuss syllabus and course requirements • Definition of leadership • Trait approach to leadership • Skills leadership theory and models • Analyze assigned case studies • Discuss self analysis resulting from use of leadership assessment inventories • Review and analyze movie for leadership approaches | <ul style="list-style-type: none"> • Chapter summaries (chapters 1-3) • Complete Trait Questionnaire (p. 31) • Get 2 other individuals to complete the LTQ on you • Complete the Skills Inventory on yourself • Analyze and reflect on the results of the inventories |
| | <ul style="list-style-type: none"> • Style leadership theory and models • Situational leadership theory and models • Contingency theory • Analyze assigned case studies • Discuss journal articles • Discuss self analysis resulting from use of leadership assessment inventories • Review and analyze movie for leadership approaches | <ul style="list-style-type: none"> • Chapter summaries (chapters 4-6) • Complete the Least Preferred Coworker (LPC) Measure on yourself • Select a second inventory to complete on yourself • Analyze and reflect on the results of the inventories • Journal article #1 |
| | <ul style="list-style-type: none"> • Path-goal leadership theory • Leader-member exchange leadership theory • Transformational leadership • Analyze assigned case studies • Discuss journal articles • Discuss self analysis resulting from use of leadership assessment inventories • Review and analyze movie | <ul style="list-style-type: none"> • Chapter summaries (chapters 7-9) • Complete LMX7 Questionnaire on yourself • Select a second inventory to complete on yourself • Analyze and reflect on the results of the inventories • Journal article #2 |
| | <ul style="list-style-type: none"> • Team leadership • The psychodynamic leadership approach • Women and leadership • Leadership ethics • Analyze assigned case studies • Discuss self analysis resulting from use of leadership assessment inventories • Discuss journal articles • Review and analyze movie | <ul style="list-style-type: none"> • Chapter summaries (chapters 10-13) • Complete the Psychodynamic Approach Survey on yourself • Select a second inventory to complete on yourself • Analyze and reflect on the results of the inventories • Journal article #3 |
| | Discuss books – <i>Caring enough to lead</i> by Leonard Pellicer and <i>The Prince</i> by Machiavelli | <ul style="list-style-type: none"> • Book Review – <i>Caring enough to lead</i> • Submit Leadership Assessment Portfolio |
| Final Examination | | |

Activities:

1. Chapter Summaries (**ELCC 3.2b, 5.1a, 5.2a; CFPO 1, 2, 10**): This assignment is divided into three parts. (1) Write a summary of the assigned chapters. Limit the summary to a **maximum of three typed, doubled-spaced pages**. Not three pages for each chapter, but three pages for all assigned chapters for the week. (2) At the end of each chapter you will find a leadership or management inventory/questionnaire. Complete two leadership inventories on yourself from each assigned reading. You will select a second inventory/questionnaire to complete. (3) Analyze the results of the inventory/questionnaire and write a **one page analysis/reflection** for each inventory/questionnaire. By the end of the semester you should have completed several inventories/questionnaires on yourself which will become a section of your portfolio. Chapter summaries will be given a pass/fail grade. For this assignment for each class meeting you should submit (1) chapters summaries, (2) completed inventories, and (3) analysis and reflection on the inventories. Due: At the end of each class meeting.

Explanation of Pass/Fail Grades: For quantitative purposes, each pass grade is worth 4 points and each fail grade is equivalent to zero points. You may earn anywhere from 4 to zero points on chapter summaries/inventory analyses and reflections. At the end of the semester, total points will be added and divided by the number of assignments to arrive at a participation grade. Since these assignments will be discussed in class, they will not be accepted late. Students who do not turn in these assignments on the dates due will earn a zero for participation for that day. The rationale for the zero is if you did not prepare your assignments you will not be prepared to fully participate in class discussions.

2. Case Studies (**ELCC 5.1a, 5.2a, 5.3a; CFPO 1, 2, 10**): Each class meeting the instructor will assign a problem or case study that students will solve within an assigned group. After a designated period of time students will come together as a whole group and discuss the problem/case study. A pass/fail grade is earned for this assignment which becomes a part of the participation grade.

3. Journal Articles (**ELCC 3.2b, CFPO 2**): Read and analyze three journal articles. The articles must relate to leadership theories and approaches. **Retrieve the articles from refereed/peer reviewed journals**. Peter Northouse's book has an excellent reference list of journal articles at the end of each chapter. This is a good source for selecting an article. An assessment rubric will be used to grade this assignment. Use the following format to analyze the article.

- A. General Information: Title of article, author's name, date of publication, and one paragraph about the author. The paragraph should consist of a minimum of 5 sentences.
- B. Major Thesis: **Summarize** the major thesis of the article (**keep to 5 or less sentences**). What are the problems, issues being addressed, purpose and need, and/or theoretical basis for the article?
- C. Summary of Article: The summary must be a minimum of one double-spaced typed page and must address a leadership theory, approach, and/or model.
- D. Reflection and Personal Evaluation of article: Minimum of two paragraphs. Evaluate the information and describe how you would incorporate the information into your personal and professional life.
- E. Attach article to the summary to turn in.

4. Leadership Assessment Portfolio (**ELCC 3.2b, 5.1a, 5.2a; CFPO 1, 2**): The purpose of this activity is to enhance your understanding of your leadership approach, interaction with followers, and areas where you may need to make changes. During the semester you have completed several leadership inventories/questionnaires on yourself and analyzed and reflected on the results. This information will become a part of the portfolio.

- A. Section I – Identification Information – Cover page (include name, name of course, date, institution), and table of contents.
- B. Section II – Include the inventories/questionnaires you completed earlier along with the analyses and reflections on the results.

- C. Section III -- Select two inventories/questionnaires from among the ones you've already completed. Get three of your subordinates and/or colleagues to complete the inventories on you. Write analyses and reflections on the results of these inventories.
- D. Section IV -- Review the analyses and reflections in sections 2 and 3. Based on this information, write a **one-page reflection** on your leadership approach. Identify your strengths and changes that you believe you need to make in your approach to leadership.
- E. Section V -- Write a one-page assessment of this class.

Place content in a 1 to 2 inch binder or make sure the portfolio pages are well secured. Use tabs to separate sections. Number each page and type tab information.

An assessment rubric will be used to grade this assignment.

- 6. Book Reviews: **Pellicer's *Caring enough to lead* and Machiavelli's *The Prince* (Graded Using Attached Rubric):** Each student will read the book and complete a written summary and reflection on the book. The summary and reflection should be a **minimum of 3 typed pages**.

Summary - Accurately and precisely explain critical features/issues; Clearly and logically order elements or features of the event, concept, or strategy; Include **all** features or elements that would allow an outsider to see as you saw whatever is summarized.

- A. **Reflection** - A particular kind of analysis, suggests self-analysis, or retrospective consideration of one's practice. This is the thinking that allows you to make decisions about how you would approach similar situations. The "Reflection" section of your paper is where you show how you use or will use what you learned from the book to improve your future administrative performance. Inform readers about why you interpreted the information the way that you did. You also need to explain what **interpretation** you make of what happened, your sense of **why** it happened that way. You should back up your interpretations with specific research evidence or examples that make your point clear to the reader. Make sure you address the implications of the reading for you as an administrator.

6. Final Comprehensive Examination (**ELCC 3.2b, 5.1a, 5.2a; CFPO 1, 2, 10**): This examination will cover all topics addressed in this syllabus and in the classroom. An assessment rubric will be used to grade the exam.

E-mail Address: You are responsible for checking your e-mail regularly for messages. If an assignment is due and you are unable to appear in class to turn the assignment in, then attach the assignment to an e-mail and e-mail the assignment to me. Type your assignment using Microsoft Word or save it as an html document to e-mail to me. Assignments will not be accepted late unless the reason is extremely mitigating (death in family, illness of family member such as spouse or children, etc.). Please do not ask me to accept a late assignment unless you have a real good reason for not turning the assignment in at the time designated. **Late assignments must be submitted within 7 days of the original due date. You will be permitted to redo some assignments. If this occurs, then the assignment must be submitted within 7 days of the original due date. You can not earn more than a B (3.0) on an assignment that has been redone.**

Class Attendance: You are expected to show for each class meeting **on time**. **Classes will always start on time**. Absences and tardiness could negatively impact your final grade. It is the student's responsibility to gather information/handouts missed during an absence.

Written Assignments: Assignments must be typed, double-spaced lines on standard size white paper, following APA format. Staple pages together (**no plastic protective covers, please**). All spelling and

grammatical errors should be corrected prior to turning assignments in for a grade. Please do not fold assignments.

Academic Honesty: Plagiarism and other forms of academic dishonesty will not be tolerated. I will handle incidents of suspected academic dishonesty in accordance with university policy which may be accessed on the web at <http://www.msstate.edu/web/security.html>.

References

- Bass, B. M. (1998). *Transformational; leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Beckner, W. (2004). *Ethics for educational leaders*. NY: Pearson Educational Inc.
- Burns, J. M. (1978). *Leadership*. NY: Harper & Row Publishers, Inc.
- Cottrell, D. (2002). *Monday morning leadership*. Dallas, TX: Cornerstone Leadership Institute.
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- Hodgkinson, C. (1991). *Educational leadership: The moral art*. NY: State University of New York Press.
- Glanz, J. (2002). *Finding your leadership style: A guide for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gupton, S. L. and Slick, G. A. (1996). *Highly successful women administrators: The inside stories of how they got there*. Thousand Oaks, CA: Corwin Press, Inc.
- Greenleaf, R. K. (1977). *Servant leadership*. NY: Paulist Press.
- Jenkins, M. and Jenkins, D. B. (1998). *The character of leadership*. San Francisco: Jossey-Bass Publishers.
- Marzano, R. J., Waters, T., and McNulty, B. A. (2005). *School leadership that works: From research to results*. Aurora, CO: Mid-continent Research for Education and Learning.
- Ouchi, W. (1981). *Theory Z*. Reading, MA: Addison-Wesley Publishing Company.
- Peters, T. J. and Waterman, R. H. (1982). *In search of excellence*. NY: Harper & Row Publishers.
- Rebore, R. W. (2003). *A human relations approach to the practice of educational leadership*. NY: Pearson Educational Inc.
- Reinhartz, J. and Beach, Don M. (2004). *Educational leadership: Changing schools, changing roles*. NY: Pearson Educational Inc.
- Yankelovich, D. (1999). *The magic of dialogue: Transforming conflict into cooperation*. NY: Simon & Schuster.

Rubric – Leadership Assessment Portfolio

Total Possible Points = 4

Maximum points for each part of profile are indicated in parentheses

| Evaluation Criteria | Exceptional (4 points) | Above average (3 points) | Average (2 points) | Unacceptable (1 point) | <u>Total Points</u> |
|--|---|---|--|--|----------------------------|
| ELCC 3.2b -- Research based data and group process skills are used to build consensus, communicate, and resolve conflicts | Candidate has an in-depth understanding of leadership theories and demonstrates the capacity to use the theories and inventory assessments in the workplace to enhance leader/follower interactions. | Candidate has an understanding of leadership theories and demonstrates the capacity to use the theories and inventory assessments in the workplace to enhance leader/follower interactions. | Candidate has a minimal understanding of leadership theories and demonstrates minimal capacity to use the theories and inventory assessments in the workplace to enhance leader/follower interactions. | Candidate lacks an understanding of leadership theories and demonstrates an inability to use the theories and inventory assessments in the workplace to enhance leader/follower interactions. | |
| ELCC 5.1a and 5.1b -- Respect for others and honest/ethical interactions | Candidate demonstrates an in-depth understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate demonstrates an understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate demonstrates a minimal understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate lacks an understanding of the leader/follower relationship and the need for positive, productive interactions. | |
| CPFO 2 – Communication Skills | Information is clear and is characterized by effective wording and sentence structure. Information demonstrates logical sequencing of ideas through well-developed paragraphs; transitions enhance organization; error free spelling and grammar. | Information is clear and paragraph development is present and ideas are clear and understandable. There are no grammar and spelling errors. | Information is clear with few misspellings or grammar errors (less than 5). Paragraph development is present, but not perfected. | Writing is sloppy and ideas are not easily understood; illogical organization of ideas. No evidence of paragraph structure is apparent and numerous spelling and grammar errors exist (more than 5). | |
| Completeness | All required items are included in portfolio. | One item is missing from portfolio. | Two items are missing from portfolio. | Three or more items are missing from portfolio. | |
| CPFO 1 – Inquiry and problem solving skills; analyses and Reflections | Candidate forms clear hypotheses about the results of leadership inventories/questionnaires as the results relate to his/her leadership skills. | Candidate identifies the literal meanings of leadership inventories and questionnaires, and is able to apply the results to him/her. | Candidate can minimally relate how the leadership inventories/questionnaires apply him/her. | Candidate finds it difficult to interpret the meaning of leadership inventories and questionnaires, and to show application to him/her. | |

COMMENTS:

STUDENT'S NAME _____ **DATE:** _____ **TOTAL POINTS:** _____

Assessment Rubric - Journal Articles

Total Possible Points = 4

| Standards and Criteria | Exceptional (4 points) | Above Average (3 points) | Average (2 points) | Unacceptable (1 point) | Total Points |
|--|--|--|--|---|---------------------|
| Article retrieved from refereed journal and focuses on a leadership theory, approach or model | Selected refereed journal article content provides an in-depth coverage of a leadership theory/approach or model. | Selected refereed journal article content provides extensive coverage of a leadership theory/approach, or model. | Selected journal is not refereed; however, article content provides satisfactory coverage of a leadership theory/approach or model. | Selected journal article is not refereed and the content addresses leadership but does not address a leadership theory/approach or model. | |
| General Information | All required information is included. | One item is missing from required information. | Two items are missing from required information. | Three or more items are missing from required information. | |
| Major Thesis | Thesis is succinctly written and sufficiently focuses on content of the article. | Thesis adequately addresses the content of the article. | Thesis somewhat addresses the content of the article. | Thesis written but does not address the content of the article. | |
| Summary | Article was covered in detail. | Summary adequately covered content of article. | Summary somewhat covered the content of the article. | Summary written but does not cover the content of the article. | |
| ELCC 3.2b – Research based data and group process skills are used to build consensus, communicate, and resolve conflicts; Evaluation and Reflection | Evaluation and reflection is detailed and extensively covers content of the article. A leadership theory, approach or model is thoroughly covered. Candidate demonstrates ability to evaluate information and use in own personal and professional life. | Evaluation and reflection addresses the content of the article. A leadership theory, approach, or model is addressed with some detail. Candidate demonstrates ability to evaluate information and use in own personal and professional life. | Evaluation and reflection somewhat addresses the content of the article. There is little mention of a leadership theory, approach, or models. Candidate demonstrates minimal ability to evaluate information and use in own personal and professional life | Evaluation and reflection is written but has no relationship to a leadership theory, approach, or model. Candidate did not demonstrate an understanding of the information and the ability to use it in his/her personal and professional life. | |
| Communication Skills [CFPO 2] | Information is clear and is characterized by effective wording and sentence structure, and logical sequencing of ideas through well-developed paragraphs; transitions enhance organization; error free spelling and grammar. | Information is clear and paragraph development is present and ideas are clear and understandable. There are few (not more than 5) grammar and spelling errors. | Information is clear with few misspellings or usage errors (more than 5 but less than 10). Paragraph development is present, but not perfected. | Writing is sloppy and ideas are not easily understood; illogical organization of ideas. No evidence of paragraph structure is apparent and numerous spelling and grammar errors exist (more than 10). | |
| Total Points | | | | | |

Comments:

Student's Name: _____ **Date:** _____ **Score.:** _____

Assessment Rubric - Book Review

Total Possible Points = 4

| Standards and Criteria | Exceptional (4 points) | Above Average (3 points) | Average (2 points) | Unacceptable (1 point) | Total Points |
|---|--|--|---|---|--------------|
| ELCC 3.2b - Research based data and group process skills are used to build consensus, communicate, and resolve conflicts | Candidate has an in-depth understanding of the book's content and demonstrates an exceptional capacity to apply learned skills in the workforce. | Candidate has an understanding of the book's content and demonstrates great capacity to apply learned skills in the workforce | Candidate has an adequate understanding of the book's content and demonstrates the capacity to apply learned skills in the workforce | Candidate lacks an understanding of the book's content and is unable to apply the information in the workforce | |
| ELCC 5.1a and 5.1b – Respect for others and honest/ethical interactions | Candidate demonstrates an in-depth understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate demonstrates an understanding of the leader-follower relationship and the need for positive, productive interactions. | Candidate demonstrates a minimal understanding of the leader-follower relationship and the need for positive, productive interactions. | Candidate lacks an understanding of the leader/follower relationship and the need for positive, productive interactions. | |
| Summary | The summary provided a detailed coverage of the book. | Summary covered content of book with some detail. | Summary somewhat covered the content of the book. | Summary written but does not cover the content of the book. | |
| CPFO 1 -- uses inquiry and problem solving skills through evaluation and reflection | Evaluation and reflection is detailed and extensively covered content of the book. | Adequately addresses content of the book. | Somewhat addresses the content of the book. | Evaluation and reflection is written but have no relationship to the content of the book. | |
| Communication Skills [CFPO 2] | Information is clear and is characterized by effective wording and sentence structure, and logical sequencing of ideas through well-developed paragraphs; transitions enhance organization; error free spelling and grammar. | Information is clear and paragraph development is present and ideas are clear and understandable. There are few (not more than 5) grammar and spelling errors. | Information is clear with few misspellings or grammar errors (more than 5 but less than 10). Paragraph development is present, but not perfected. | Writing is sloppy and ideas are not easily understood; illogical organization of ideas. No evidence of paragraph structure is apparent and numerous spelling and grammar errors exist (more than 10). | |
| Total Points | | | | | |

Comments:

Student's Name: _____ Grade: _____

Assessment Rubric -- Comprehensive Examination

Maximum number of possible points for exam: 4

| Standards/Criteria | Exceptional (4 points) | Above Average (3 points) | Average (2 points) | Unacceptable (1 point) | Total Points |
|--|---|--|---|--|-------------------------|
| ELCC 3.2b -- Research based data and group process skills are used to build consensus, communicate, and resolve conflicts | Candidate demonstrates in-depth knowledge of leadership theories, approaches, and models and the capacity to apply them in the workforce. Three or more citations (e.g., According to Jones) are provided to support answer to each question. | Candidate demonstrates knowledge of leadership theories, approaches, and models and the capacity to apply them in the workforce. At least two citations are provided to support answer to each question. | Candidate demonstrates satisfactory knowledge of leadership theories, approaches, and models and the capacity to apply them in the workforce. At least one citation is provided to support answer to each question. | Candidate lacks knowledge of leadership theories, approaches, and models and is unable to apply information to work. Inappropriate citations or no citations are provided to support answers to some of the questions. | |
| ELCC 5.1a and 5.1b – Respect for others and honest/ethical interactions | Candidate demonstrates an in-depth understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate demonstrates an understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate demonstrates a satisfactory understanding of the leader/follower relationship and the need for positive, productive interactions. | Candidate lacks an understanding of the leader/follower relationship and the need for positive, productive interactions. | |
| Problem solving skills [CFPO 1] | Answers to questions reflect an exceptional capacity to problem solve. | Answers to questions reflect great capacity to problem solve. | Answers to questions reflect a satisfactory capacity to problem solve. | Answers to questions reflect minimal capacity to problem solve. | |
| Communication skills [CFPO 2] | Information is clear and is characterized by effective wording and sentence structure, and logical sequencing of ideas through well-developed paragraphs; transitions enhance organization; error free spelling and grammar. | Information is clear and paragraph development is present and ideas are clear and understandable. There are few (not more than 5) grammar and spelling errors. | Information is clear with few misspellings or grammar errors (more than 5 but less than 10). Paragraph development is present, but not perfected. | Writing is sloppy and ideas are not easily understood; illogical organization of ideas. No evidence of paragraph structure is apparent and numerous spelling and grammar errors exist (more than 10). | |
| Completeness | All questions are answered thoroughly. | Greater than 90% of answers to questions are present. | Less than 90% but greater than 75% of answers to questions present. | Less than 75% but greater than 50% of answers to questions are present | |
| Total Points | | | | | |

Comments:

Student's Name: _____ Grade: _____

