

Texas Academic Decathlon

Competition Manual

For Coaches, Coordinators, and Hosts



Mission Statement

The mission of the Texas Academic Decathlon is to encourage, recognize, and reward academic teams and individual students through region, state, and national academic competition.

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Updated sections and versions of all of this material can be found on the TAD website @

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Introduction to Texas Academic Decathlon

Revised 8/1/2023

History

The Academic Decathlon program was inaugurated in 1968 by the Orange County (California) Academic Decathlon Association in cooperation with the Orange County Superintendent of School's office. The program was initiated in order to provide an opportunity for high school students to experience the challenges of rigorous academic competition through participation in ten activities.

In 1979, the first statewide Academic Decathlon competition day program was held in California. Texas, in 1984, competed in its inaugural effort and won the national championship. Presently, a national program is held each spring throughout the United States. The 1987 contest was held in Dallas, and in 1988 and 2000 contests were held in San Antonio. High school teams from throughout the United States (as well as Canada, China, and Great Britain) are invited to compete for honors. Texas currently has twelve regions of competition with over 240 high schools participating.

Concept

A unique aspect of the Decathlon format is that it is designed to include students from all academic backgrounds. Each "nine member" team may have three students whose grade point average falls in the "C" or Varsity category, three students in the "B" or Scholastic category, and three students in the "A" or Honor category. While nine students may compete, the final team score comes from the sum of the scores of the top two varsity, the top two scholastic, and the top two honor students. A perfect team score is 60,000 points (6 students x 10 events x 1000 points possible per event (top 2 V, top 2 S, top 2 H x 100)).

Ten Events of the Decathlon

1. Art: 50 questions with a value of 20 points each
2. Economics: 50 questions with a value of 20 points each
3. Literature: 50 questions with a value of 20 points each
4. Music: 50 questions with a value of 20 points each
5. Science: 50 questions with a value of 20 points each
6. Social Science: 50 questions with a value of 20 points each
7. Math: 35 problems with a value of 28.571 points each
8. Essay: 50-minute paper on a prompt from literature or from Super Quiz. Highest score is 1000 points.
9. Interview: Panel of three judges conducts a seven-minute interview and three scores averaged with a maximum score of 1000 points.
10. Speeches: Panel of three judges rates a four-minute prepared speech (700 points) and a two-minute impromptu speech (300 points).

The Super Quiz event will have questions taken from events 1-7 above.

Competition

With designated academic courses only used in calculating the grade point average (GPA), and with no weighted value given to any grades, the Decathlon GPA which determines the competition level is based on these GPA ranges:

Varsity:	0.00 – 3.199
Scholastic:	3.20 – 3.799
Honor:	3.80 – 4.00

When computing the GPA, there is no rounding up. Thus, a 3.1989 is a 3.199 or Varsity. Texas Academic Decathlon follows the USAD policy in computation of grade point averages which is that each school's local grading scale will be what is followed. The conversion scale (example: 90-100 = A) for the local school must be sent with the transcript to competition on the *Numeric-Letter Grade Conversion* Form found in the *Validation, Eligibility, and Registration* section at the TAD website.

As Texas has many teams, each competes with other schools of like size according to UIL guidelines. 6A schools comprise the large school division; 5A schools make up the medium school division; and all smaller classifications compete in the small school division. Forty teams advance from region to state from large schools, thirty from medium schools, and ten advance to state in small schools (advancing teams may be adjusted to reflect statewide enrollments). *Teams advancing to the San Antonio meet will be the top thirty large/medium schools based on region scores regardless of large or medium classification and the top ten small schools. The remaining large and medium schools based on the parameters above will compete at the Frisco meet. While a champion is declared in all three divisions, the team with the highest score at the San Antonio meet receives the Thomas E. Moseley State Championship trophy and represents Texas in the national competition.* Home-schooled and students who receive only pass/fail grades compete in the Honor category. **Private schools MUST compete in the large school division, magnet schools may compete based on school population, and charter schools compete in the same division as the largest school in their district (with a minimum of three schools in the district – UIL regulations).**

Appeals

Revised 8/1/2023

APPEALS ON PROCEDURES OR CONTENT FOR TEN DECATHLON EVENTS

1. A committee of at least three members will be available to rule on appeals. The meet coordinator should not be on this committee. Saturday **procedural appeals** will be handled by this committee, but Saturday **test-content appeals** will be electronically delivered to and ruled on by the state office. The meet appeals committee should be located near a computer with internet access at all times in order to receive communications (email) from the state office.
2. Appeals must be submitted in writing by a coach on the state appeals form according to the deadlines noted on the form. Once ruled on, the committee will notify the coach of the decision in writing on the form. Two copies of the form are to be made; one copy for the state office and one copy for the meet coordinator.
3. Appeals identifying the “wrong” answer result in re-grading and giving credit to all with the correct answers. Appeals identifying a “bad” question may result in all students receiving credit for their answer. The decision of the appeals committee is final.
4. Sample responses to appeals:
 - Variance in subjective judges’ scores is not appealable. Appeal denied.
 - Music question has only one correct answer. Appeal denied.
 - Math test was hand scored with same results. Appeal denied.
 - Art question has no correct answer. All students receive credit.
 - Student’s timer did ring during test. He received “zero” on the test.
 - Economics test has two correct answers. Students with either answer receive credit.

APPEAL OF TEAM SCORE

1. Within 60 minutes of the receipt of team scores, head coach must complete the “Acceptance of Preliminary Team Scores” form. (APPEALS-3).
2. In the event that the coach does not accept his/her team scores, he/she may appeal these results by following the procedures outlined on pages APPEALS-4 and APPEALS-5.

APPEAL FORM

Coach _____ Team Room # _____

School _____ EVENT _____

Student Name _____ ID# _____
(if appropriate)

Reason for Appeal:

Decision:

Appeal Chairperson Initials: _____

Time Submitted: _____ Time of Decision: _____

Written appeals are to be submitted only by coaches to the meet decathlon office according to the deadlines.

EVENT	DEADLINE FOR APPEAL
SUBJECTIVE	15 minutes after receiving team scores. Appeal may be made on possible averaging error; not on graded score.
OBJECTIVE	Earliest break after the test is completed.
SUPER QUIZ	15 minutes after the completion of the event. Will accept appeals during the event.

ACCEPTANCE OF PRELIMINARY TEAM SCORES

This form must be submitted by an official team coach no later than 60 minutes after receipt of the Preliminary Team Scores..

- A. Computer printouts of scores will be given to each coach for his/her team only throughout the competition day. Appeals for any missing or questionable scores should be submitted in writing immediately.
- B. For the Final Team Report, coaches will submit *this page* with the completed acceptance below or will let the meet coordinator know that an appeal will be submitted within the two hours allowed. If a coach leaves the meet and does not pick up this acceptance form at the designated meeting, the coach forfeits the right to appeal the preliminary results.
- C. A coach from each team will complete the section below:

_____ I have been given sufficient time throughout the day to review the team scores for _____ High School and accept them as final scores. I speak for all team coaches and have no reason to delay the awards program from its originally stated time.

_____ I do plan to submit an appeal for _____ High School and will present it in writing to the meet coordinator within two hours of the time I received the preliminary scores.

Signature of Coach

Please Print Name

Texas Academic Decathlon

Appeal Procedure for Preliminary Results

An appeal of the preliminary results of an official Texas Academic Decathlon (TAD) competition may be made in the following manner:

The appeal shall first be made through the coach of the team. The appeal must be presented in writing to the **Academic Decathlon site coordinator** within two hours of the scores being distributed and received by the coaches after the completion of the competition. The nature and description of the appeal shall be stated in written detail on the attached appeal form. The **site coordinator** shall note the time of the appeal. In order to perfect the appeal, the superintendent or building principal of the appealing school shall be notified by the coach and that official must ratify by telephone or in writing to the **site coordinator** the initial appeal made by the coach of the team.

Both the written appeal form and its ratification, as set forth above, must be provided to the **site coordinator** within two hours of the scores being distributed and received by the coaches after the completion of the competition. **IF NOT TIMELY MADE, THE APPEAL SHALL BE DEEMED AS WAIVED.**

If timely made and perfected as set forth above, the written appeal as filed by the coach shall then be forwarded to an Independent Third Party (ITP), who is a licensed and practicing attorney in the State of Texas selected by the Board of Directors of the Texas Academic Decathlon. The state office will find an arbitrator who shall serve as the ITP. The ITP, within 48 hours of his or her receipt of the appeal, shall listen to the arguments of all parties involved in the appeal, whether by written submission, telephone conference, or otherwise, and rule upon the validity of the appeal. The ITP shall have the authority to obtain any relevant material from the TAD or meet officials and question any TAD employees, agents, or meet officials, as he/she deems necessary. The ITP's decision shall be in writing and shall be sent to all parties to the appeal (i.e. coach, superintendent/principal, site coordinator, and executive director of TAD).

The fee of the ITP shall be borne by TAD; provided however, that the ITP shall have the authority to require payment by the appealing school in the event he/she finds that the appeal was frivolous and without foundation.

The decision of the Independent Third Party shall, in all respects, be final.

Agreed --

Superintendent/Designee/Principal Signature

Independent School District

Print Name

Date

TEXAS ACADEMIC DECATHLON

Preliminary Results Appeal Form

Appealing School _____

Coach's Name _____ (print)

Coach's Signature _____

Superintendent/Designee Name _____ (print)

Superintendent/Designee Signature _____

BASIS FOR APPEAL OF PRELIMINARY RESULTS:

(Use back of sheet if necessary)

Site Coordinator use only:

1. Time of release of preliminary results: _____

2. Time of submission of appeal of preliminary results: _____

Decision of Independent Third Party--

Awards Program and Script (Region)

Revised 8/1/2023

Awards Program Chairperson

1. Work with meet coordinator to determine the facility where the program will be held (auditorium, gym, civic center, hotel banquet room, etc.). Some regions have banquets jointly with the awards program. The seating of teams should be near the awards presentation location such that winners take a minimal amount of time in transition. A seating chart for teams (whether at a banquet table or in an auditorium) should be given to teams in advance of their arrival at the program. The awards program at region takes place on Saturday evening.
2. Between the time of the coaches' acceptance of team scores and the awards program, the chairperson will work with the scoring committee chairperson and the emcee to place the printed lists of winners in the appropriate places in the script that has been prepared in advance. This person will have secured from coaches' in advance the pronunciation of names difficult to pronounce.
3. Secure personnel to perform the following tasks:
 - a. Collect tickets if at a banquet
 - b. Emcee
 - c. Greetings (usually superintendent or designee)
 - d. Pledge of Allegiance (team member)
 - e. Invocation (team member from a different school)
 - f. Present salute to sponsors (team member from another school whom we know can perform this task very well)
 - g. Introduce special guests (may be chairperson)
 - h. Present awards (may be local school board members or may be administrators from schools competing)
 - i. Hand out printed programs if not already at table or at seats.
 - j. Verify that scoring room has prepared the sealed envelopes that have winners' names for each event (these will be given to coaches just prior to the start of the awards program with instructions not to open them until instructed) or that PowerPoint slides are prepared. Verify that scoring room has a packet to give to each school at the end of the awards program which contains the team reports for all schools within their division.
 - k. Have the State Registration Packet ready to give to the region winner in each size of competition (large, medium and small) – might be an electronic link.
 - l. Arrange the gold, silver and bronze medals on three separate tables in the presentation area. Place plaques nearby for team awards.
 - m. **Remind meet coordinator to send copy of team scores BEFORE going to awards' ceremony.**

Suggestions For Presenting Awards

Two electronic files (a model emcee script and a PowerPoint presentation) are available to expedite the Awards Ceremony, especially at the regional competition. These are provided to Regional Coordinators, and may be obtained by coaches from the TAD State Executive Director. Please contact the TAD State Office for this service. Additionally, the USAD scoring software (desktop version) will provide a script and a PowerPoint file for awards.

The Ceremony

Medals: Arrange piles of bronze, silver, and gold medals on tables in the presentation area.

Reserve the bronze with red and bronze with blue for the Overall Individual Medals (STATE ONLY.) Have at least 3 presenters (bronze, silver, gold) to hang medals around recipients' necks as the emcee calls out names.

Moving recipients to the medal area:

1. Use a PowerPoint presentation to show the names of students who will receive medals in each event; OR
2. Prepare sets of 10 sealed envelopes (one for each event) and give to coaches as the ceremony starts. Each envelope would have a list of winners for an event. This plan has the coach opening the sealed envelope. The coach sends all of his winners to a holding area off to the side of the presentation area. Then as 3rd place winners' names are called, they proceed to the 3rd place table to have medals placed around their necks and to shake the presenter's hand. The advantage of this plan is the fact that there is more suspense until all three places are announced. The disadvantage is with large groups (ties) in the holding area, there are sometimes time delays when the student named is at the back of the line in the holding area. This causes the narrator to speed up the name called which sometimes results in the medal being placed around the neck after the name is called.

Perfect Scores of 1000 Points

While perfect scores do not occur often, alert your scoring committee to be on the lookout for these and call this to the attention of the audience at the time the student receives his/her award.

Sample Region Awards Script

Good evening, I am _____. It is a pleasure to introduce the individual who will be serving as the Master of Ceremonies. (Give background information on the MC as you prepare to introduce him/her.)

Ladies and gentlemen, our Master of Ceremonies:

The MC will make a few remarks and introduce certain designated individuals:

- Superintendent of the hosting district
- Decathlon Region Coordinator and/or State Host
- Principal of the hosting school
- Any other designated individuals

(MC) At this time, would you please stand as (Decathlon Student)

_____ of _____ will lead us
Student Name School Name

in the Pledge of Allegiance and remain standing while _____
Student Name

of _____ (another Decathlon student) delivers the invocation.
School Name

(MC) Thank you.

_____ of _____ will now
Student Name School Name

recognize the scholarship donors, as well as contributing business men and women.

(MC) And now let us proceed with the meal. Afterwards, we will begin the Awards Ceremony. Enjoy your meal.

(Only if you are having a banquet.)

Before we award the first medals, may I recognize members of all teams who have spent hours and hours of study and effort to be here today. Would all coaches have your team stand while you congratulate and hand each a certificate of participation.

We will present the awards to the small, medium, and large school division. Will the following administrators please come to the front and help with presenting the awards. We will need two at each table. One will hold and open the medals while the other places them around student's necks and shakes their hands. They may rotate positions with the 2nd event.

- _____, Superintendent of _____ ISD

(In the event that the Super Quiz Relay team awards were not presented at the end of the Super Quiz, we recommend presenting the 3rd place, 2nd place and 1st place medals only at this time in order to scatter throughout the program the three super quiz awards. The computer will generate team and coaches names for this award.)

At this time, I will ask the coaches to please look at the column under Essay and send those students to the stage. As this group of winners is coming forward, I will read a brief description of the Essay competition.

The essays were scored on the student's' ability to: organize ideas in logical patterns; present these ideas using effective vocabulary and written structures appropriate to formal standards of written communication in English; use mechanical skills of standard English (punctuation, grammar and spelling) that facilitate communication and are acceptable in formal writing.

And now the winners:

(Use the "Awards Form" which follows or the computer-generated form to prepare your notes on winners in each of the competition divisions. Remember to word above according to which presentation plan you choose to use. Also, it is satisfactory not to read the description of the event, as the students know it and are eager to receive awards.)

Awards Form

The computer program generates this information so this page is simply put in the script at the proper place.

- | |
|---|
| Order of Events:
Essay
Speech
Interview
Math
Science
Economics
Music
Literature
Art
Social Science
Super Quiz |
|---|

Test/Event: _____

3 rd :	Name	School
V	_____	_____
	_____	_____
S	_____	_____
	_____	_____
H	_____	_____
	_____	_____
	_____	_____
	_____	_____
2 nd :		
V	_____	_____
	_____	_____
S	_____	_____
	_____	_____
H	_____	_____
	_____	_____
	_____	_____
	_____	_____
1 st :		
V	_____	_____
	_____	_____
S	_____	_____
	_____	_____
H	_____	_____
	_____	_____
	_____	_____

Extra line provided in case of ties.

(At this point, the procedure and form will be the same in each event. Call for large schools last. All Decathlon events can follow this method. A description of each of the remaining events is provided, but not required to be used. Check current year test contents. These are samples only.)

Speech —The speeches were scored on the student’s ability to: organize ideas in logical patterns; express ideas using an effective vocabulary; present a physical image that aids the audience in the acceptance of the spoken ideas; use of voice, pitch, volume and flexibility to establish and maintain maximum attention for their ideas.

Interview — Students were scored on voice projection, language usage, non-verbal language (movement, rapport, appearance, and gesture), answering skills (responding, elaboration of detail) and overall effectiveness of the interviews.

Mathematics — The mathematics curriculum will cover, General Mathematics, Geometry, and an Introduction to differential calculus.

Science — The science curriculum is an introduction to neuroscience and will include a section on technology and neuroscience.

Economics — The economics curriculum will include a thematic section on technology, innovation, and the economy.

Music — The music curriculum will explore musical works used in science-fiction films.

Literature — The literature curriculum will focus on critical reading including several short works. The long work will be *The Lathe of Heaven* by Ursula K. Le Guin.

Art —The art curriculum will focus on technology and art.

Social Science — The social science curriculum covered the history of computers.

We now recognize the highest varsity, scholastic and honor student from each team. (Coaches will know these having viewed all scores at the Saturday meeting when scores were accepted by the coaches.) Each will receive a gold medal. Would the highest Varsity student from each team line up across the presentation area. (Presenters present medals in standard way. When all have been received, dismiss the group to their seats.)

(Repeat procedure with all scholastic winners.)

(Repeat procedure with all honor winners.)

Sometimes this is done at the team table by the coach, instead of sending the students to the stage.

Super Quiz Team awards include medals and plaques. The team score comes from the relay score from all nine students.

(Computer will generate the team members' and coaches' names for the 3rd place, 2nd place and 1st place teams. Each will come separately to receive awards.)

Now it is time to announce the students having the highest cumulative scores in the overall competition in each of their academic divisions. These students have scored the highest of all students here in the competition for the past two days. There are five places awarded in each of the three divisions.

(STATE ONLY - Call 5th, 4th, 3rd, 2nd, and 1st. We have a different color ribbon for 4th and 5th places – REGION ONLY – Call 3rd, 2nd, and 1st)

(Give special recognition to the one top scorer for the meet at the time his/her name is called whether he/she be a varsity, scholastic or honor student.)

(Computer generates the list of names to be read.)

Team Winners

And now it is time to announce the top three teams in the _____
Large/Medium/Small
school division from the Region _____ Academic Decathlon contest. As I call the name of each team, we ask that the team members and the coaches please come forward to the stage. We will present plaques for the school and medals for each team member and two coaches.

(Computer will generate the team members' and coaches' names for the 3rd place, 2nd place and 1st place teams. Each will come separately to receive awards.)

Closing remarks.....(Ad-lib)

Region winners throughout the state qualify to advance to the state meet (as long as there are a minimum of five like-sized teams in the region). Forty teams from large school region meets will qualify to advance to the state meet, thirty teams advance to the medium, and ten teams advance to the small school state meet.

The highest scoring team, which is chosen from the meet in San Antonio, will represent Texas at the United States Academic Decathlon national competition.

The national USAD competition is in April.

You are all winners by virtue of the fact you took the time to prepare and participate. A program is just a program on paper, but when individuals become involved then the program comes to

life. We hope you've had the opportunity to make new friends and that the Decathlon has opened more doors for you. We wish you every success in the months and years ahead.

Before I turn the program over to the Region Coordinator for closing remarks, we would ask all Decathlon participants (team members and coaches) to stand and be recognized for their outstanding performance in this year's Decathlon event.

And now let me turn the microphone over to the Region Coordinator

_____ (Closing remarks from Region Coordinator)

Dismissed!

Awards Program and Script (STATE)

The script for the region awards program will be basically followed at the state meets with the differences below:

1. Awards program will occur only on Sunday morning.
2. Students will receive a state participation medal (bronze with purple ribbon).
3. Scholarship money (\$214,875) is awarded as follows:

BOTH MEETS

1 st place individual overall winners in V, S, H	\$2,000/each
2 nd place individual overall winners in V, S, H	\$1,500/each
3 rd place individual overall winners in V, S, H	\$1,000/each
4 th place individual overall winners in V, S, H	\$750/each
5 th place individual overall winners in V, S, H	\$500/each

THOMAS E. MOSELEY STATE MEET – Large, Medium, and Small Schools

1 st place Team Members	\$1,250/each
2 nd place Team Members	\$900/each
3 rd place Team Members	\$600/each

FRISCO INVITATIONAL MEET – Large, Medium, and Small Schools

1 st place Team Members	\$625/each
2 nd place Team Members	\$450/each
3 rd place Team Members	\$300/each

4. Teams 4-10 (large and medium schools) or Teams 4-5 (small schools), team name called, stand in audience for applause, no medals.
5. Teams 1-3, come to stage, individual names called, medals and plaques (and scholarships).

CALCULATORS

Revised 8/1/2023

The Texas Academic Decathlon will follow the current calculator policy of the United States Academic Decathlon. The following is copied from the USAAD website. More information follows the USAAD information.

THE ACADEMIC DECATHLON® CALCULATOR POLICY FOR CURRICULUM YEAR 2023-2024

**This policy applies for the United States Academic Decathlon® National Competition.*

The United States Academic Decathlon® Calculator Policy 2023-2024

The United States Academic Decathlon® has always endeavored to reflect current high school curriculum and instruction in our competitions. Recent surveys of calculator use in high schools nationwide indicate that calculators are now used in the vast majority of high school mathematics courses across the country, and our decision to allow calculators is consistent with this practice in math instruction.

After reviewing the policies of the major testing institutions and consulting state directors, the United States Academic Decathlon® has adapted MOST of the American College Testing (ACT) and College Board (SAT program) guidelines for calculator use as stated below.

I. Competitors May Use Calculators for the Mathematics Test

If competitors wish to use calculators on the United States Academic Decathlon® mathematics test and/or Super Quiz™, they are responsible for bringing them to the test and/or Super Quiz™ Relay. Calculators will not be provided for students who do not bring their own. Calculator use is permitted only for mathematics and Super Quiz™ Relay; competitors will not be allowed to use calculators on any other test.

II. Permissible Calculators

If a competitor wishes to use a calculator, it can be a basic, four-function, scientific, or graphing calculator, provided it has none of the features listed in Section III below.

Calculator models with non-QWERTY keyboard are allowed. Calculators with alphanumeric keys (such as the TI-Nspire and TI-84 plus) are acceptable.

During the mathematics test, competitors are not permitted to refer to information that was stored in their graphing calculator memory prior to the test. Students wishing to utilize their graphing calculator's memory function during the mathematics test will be required to have the memory erased prior to entering the testing room and at the completion of the mathematics test.

III. Prohibited Calculators

Calculators with any of the following features are **NOT** allowed in the United States Academic Decathlon® competitions:

- pocket organizers
- hand-held or laptop computers
- electronic writing pads or pen-input devices
- models with QWERTY keyboard-like keypad, e.g. **TI-92** or **HP-95**
- models with paper tape
- models that make noise
- models that can engage in wireless communication (transfer data or information with other calculators)
- models that require a power cord
- models with CAS (computer algebra systems), e.g. **TI-89**

Because companies are continuously introducing new products, it would be impossible for the United States Academic Decathlon® to maintain an up-to-date list of specific model numbers that possess these features.

If a competitor is uncertain whether a particular calculator will be allowed, the student should bring a backup that does not possess any of the features in question. No backup calculator will be provided for any competitor whose calculator is disallowed. Backup calculators that are approved by USAD may be taken into the testing arena, but can only be used if the primary approved calculator fails.

IV. Competing without a Calculator

Competitors may opt to take the Mathematics Test without a calculator; however, the United States Academic Decathlon® is suggesting competitors use a basic, scientific, or graphing calculator for solving the mathematics test items.

V. Calculator Failure During a Test

If a competitor's calculator stops working during a test, the student should continue taking the test without a calculator. No additional calculator will be provided, and the competitor will not be allowed to take the test again later; however, as noted in Section III above, a competitor may bring a backup calculator and/or spare batteries to the test.

Texas Academic Decathlon

**Verification of Calculators for
Mathematics Exam**

(to be turned in at the first Coaches' Meeting)

I, _____, coach of the
_____ team,
certify that I and/or another coach of this team has
checked any and all calculators that will be used by the
team members during the Mathematics testing session,
and that they meet the standards established by the
United States Academic Decathlon and the Texas
Academic Decathlon.

I also certify that I have given specific, detailed
instructions to my team members not to refer to any
post-manufacture information that may be stored in the
memory of calculators being used.

Signed, _____

Coordinator's Responsibilities

Revised 8/1/2023

1. Study the "Competition Manual" and become familiar with all aspects of the Academic Decathlon.
2. Prepare a budget:
 - Region Meet: \$4,000 given to coordinator at or after September meeting
\$6,000 sent in January (Coordinators should receive no more than \$4,000 for the coordination of the competition)
 - State Meets: \$15,000 given to coordinator by December 1
\$15,000 given to coordinator in January

Appoint committee chairpersons and work with them in areas of responsibility in setting dates, arranging for facilities, purchasing materials and supplies, selecting committee members, judges, proctors, etc. Below are possible committees. In some cases, one or more may be combined or not even used:

Site Selection	Computer Scoring
Essay	Speech
Interview	Facilities/Security
Awards Program	Proctors/Runners/Test Distribution
Academic Testing	Identification Badges
Student Validation	Registration
Super Quiz	Food Service (meals and snacks)
Hotel Accommodations	Saturday PM Social Activities*
Appeals	Printed Programs
Transportation (shuttle)*	Region/State Pins (standard or custom)**
Shirts for Teams/Coaches*	Photos (team)
Nurses	Scoreboards (if computer handouts not used)
Student Certificates	State Packets (for teams going to state)

* *Indicates a committee required/needed for state meet only.*

** *Required at both levels. Cost is covered by state.*

3. (Region) Schedule a fall coaches' meeting to discuss all aspects of the meet including drawing for school numbers which determines the order of speeches and interviews as well as seating at banquet or awards program.
(State) Teams advancing to the state meet are determined based on their region scores.
4. The personnel needed below is based on a meet of 20 schools and is strictly an estimate. Double these numbers for a state meet of 40 schools.

10 Essay tabulators (depending on manual tabulation or computer)

18 Essay graders

1 Essay Chairperson
 27 Speech Judges (plus alternates)
 9 Speech Timers/Runners (plus alternates)
 1 Speech Chairperson
 12 Speech/Interview Tabulators (if not using Scantron)
 27 Interview Judges (plus alternates)
 1 Interview Chairperson
 9 Proctors for Academic Tests
 9 Runners for Academic Tests
 1 Proctor/Runner Chairperson
 5-8 Computer Scoring personnel (depends on number of contestants – L,M,S)
 15 Super Quiz
 3 Validation of transcripts
 3 Registration
 3 Appeals
 2 Test Distribution Center
 1 Phone Receptionist
 1 Nurse (or more, rotating times)
 1 Security person
 1 Custodian
 1 Building Facilities person
 6 Copying and proofing academic tests
 2 Name badge preparers
 10 Awards program and stage decoration
 1 Shirt design (state)
 8 Greeters/Building hosts
 1 Signs Preparation

5. **As soon as final team scores are accepted by the coaches, submit to the state office by divisions (L, M, S) the scores in rank order from highest to lowest.**
6. At the conclusion of the region awards program, give the state packet to the meet winner (might be an electronic link). At-large teams, who will be announced on the Monday following the competition, will receive their packets from the state host or the state office.
7. The region coordinator (when he/she knows which teams are advancing to state) will send all registration materials from region to the state hosts. This needs to be done immediately after the teams are announced.

The state hosts MUST send the following items to state office PRIOR to going to the Awards' Ceremony:

Team totals: name and score in rank order
 Copy of the student OVERALL winners

Courses for GPA

Revised 8/1/2023

There are many courses approved by the Texas Education Agency. The following guidelines are set by the US Academic Decathlon©:

1. Classes should count if the nature of the course is based on the theoretical skills and assessment is objective in nature (such as through a state EXIT exam or national exams)
2. Classes should count that directly deal with the theoretical content covered in the Academic Decathlon curriculum and its competitive events.
3. Classes focused specifically on Academic Decathlon do NOT count.
4. Classes based on performances, competitions, that are subjective in scope and curriculum with generalized curricula, and are vocational or technical in nature should not count.
5. Borderline or questionable classes must be submitted to the state director. The decision of the Texas Academic Decathlon state director of which courses to count is final.
6. Concurrent enrollment and college classes which grades appear on the official high school transcript must be counted.
7. Regardless of whether it is Advanced Placement, pre-Advanced Placement, or honors, regulars, or remedial, use all classes listed below to compute grade point averages.
8. Independent study classes should not be counted as there is no standardization of their curricula, scope and sequence, and because they do not have mandated assessments.

The following list is derived from the TEA website
(tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas).

CHAPTER 110. ENGLISH LANGUAGE ARTS AND READING

CHAPTER 128. ENGLISH AS A SECOND LANGUAGE (SOL)

- §110.36. English I (ENG I)
- §110.37. English II (ENG II)
- §110.38. English III (ENG III)
- §110.39. English IV (ENG IV)
- §110.47. Reading I, II, III.
- §110.51. Literary Genres.
- §110.52. Creative Writing.
- §110.53. Research and Technical Writing.
- §110.54. Practical Writing Skills.
- §110.55. Humanities.
- §110.57. Public Speaking I, II, III.
- §110.58. Communication Applications.
- §110.59. Oral Interpretation I, II, III.
- §110.60. Debate I, II, III.
- §110.62. Journalism (NOT yearbook/school newspaper)
- §110.83. Advanced Placement (AP) English Language and Composition (APENGLAN)
- §110.84. Advanced Placement (AP) English Literature and Composition (APENGLIT)
- §110.85. Advanced Placement (AP) International English Language (APENGIT)
- §110.86. International Baccalaureate (IB) Language Studies A1 Standard Level (IBENG 3)
- §110.87. International Baccalaureate (IB) Language Studies A1 Higher Level (IBENG 4)
- §128.31. English I (ENG I SOL)
- §128.32. English II (ENG II SOL)

CHAPTER 111. MATHEMATICS

- §111.39. Algebra I (ALG I)
- §111.40. Algebra II (ALG II)
- §111.41. Geometry (GEOM)
- §111.42. Precalculus (PRECALC)
- §111.43. Mathematical Models with Applications (MTHMOD)
- §111.44. Advanced Quantitative Reasoning
- §111.46. Discrete Mathematics for Problem Solving
- §111.47. Statistics (STATS)
- §111.48. Algebraic Reasoning
- §111.53. Advanced Placement (AP) Statistics (APSTATS)
- §111.54. Advanced Placement (AP) Calculus AB (APCALCAB)
- §111.55. Advanced Placement (AP) Calculus BC (APCALCBC)
- §111.56. IB Mathematics: Applications and Interpretations HL
- §111.57. IB Mathematics: Applications and Interpretations SL
- §111.58. IB Mathematics: Analysis and Approaches HL

§111.59. IB Mathematics: Analysis and Approaches SL

CHAPTER 112. SCIENCE

- §112.32. Aquatic Science (AQUASCI)
- §112.33. Astronomy (ASTRMY)
- §112.34. Biology (BIO)
- §112.35. Chemistry (CHEM)
- §112.36. Earth and Space Science (ESS)
- §112.37. Environmental Systems (ENVIRSYS)
- §112.38. Integrated Physics and Chemistry (IPC)
- §112.39. Physics (PHYSICS)
- §112.62. Advanced Placement (AP) Biology (AP-BIO)
- §112.63. Advanced Placement (AP) Chemistry (AP-CHEM)
- §112.64. Advanced Placement (AP) Physics B (AP-PHYSB)
- §112.65. Advanced Placement (AP) Physics C (AP-PHYSC)
- §112.66. Advanced Placement (AP) Environmental Science (AP-ENVIR)
- §112.67. Advanced Placement (AP) Physics C: Electricity and Magnetism
- §112.68. Advanced Placement (AP) Physics C: Mechanics
- §112.70. International Baccalaureate (IB) Environmental Systems
- §112.73. International Baccalaureate (IB) Biology Standard Level (IB-BIO)
- §112.74. International Baccalaureate (IB) Biology Higher Level (IB-BIO)
- §112.75. International Baccalaureate (IB) Chemistry Standard Level (IB-CHEM)
- §112.76. International Baccalaureate (IB) Chemistry Higher Level (IB-CHEM)
- §112.77. International Baccalaureate (IB) Physics Standard Level
- §112.78. International Baccalaureate (IB) Physics Higher Level

CHAPTER 113. SOCIAL STUDIES

- §113.41. United States History Studies Since 1877 (US HIST)
- §113.42. World History Studies (W HIST)
- §113.43. World Geography Studies (W GEO)
- §113.44. United States Government (GOVT)
- §113.45. Psychology (PSYCH)
- §113.46. Sociology (SOC)
- §113.49. Personal Financial Literacy
- §113.53. Advanced Placement (AP) United States History (APUSHIST)
- §113.54. Advanced Placement (AP) European History (APEUHIST)
- §113.55. Advanced Placement (AP) World History (APWHIST)
- §113.56. Advanced Placement (AP) Human Geography (APHUMGEO)
- §113.57. Advanced Placement (AP) U.S. Government and Politics (APUSGOVT)
- §113.58. Advanced Placement (AP) Comparative Government and Politics (APCPGOVT)
- §113.59. Advanced Placement (AP) Psychology (APPSYCH)
- §113.60. International Baccalaureate (IB) History, Standard Level (IBHIST)
- §113.61. International Baccalaureate (IB) History: Africa, Higher Level (IBHISTAF)
- §113.62. International Baccalaureate (IB) History: Americas, Higher Level (IBHISTAM)

- §113.63. International Baccalaureate (IB) History: East/SE Asia, Higher Level (IBHISTAS)
- §113.64. International Baccalaureate (IB) History: Europe, Higher Level (IBHSTEUR)
- §113.65. International Baccalaureate (IB) Geography, Standard Level (IBGEO-SL)
- §113.66. International Baccalaureate (IB) Geography, Higher Level (IBGEO-HL)
- §113.67. International Baccalaureate (IB) Psychology, Standard Level (IBPSYCSL)
- §113.68. International Baccalaureate (IB) Psychology, Higher Level (IBPSYCHL)

CHAPTER 114. LANGUAGES OTHER THAN ENGLISH

- §114.32. Discovering Languages and Cultures
- §114.34. American Sign Language Level I
- §114.35. American Sign Language Level II
- §114.36. American Sign Language Level III
- §114.37. American Sign Language Level IV
- §114.39. Level I, Novice Mid to Novice High Proficiency
- §114.40. Level II, Novice High to Intermediate Low Proficiency
- §114.41. Level III, Intermediate Low to Intermediate Mid Proficiency
- §114.42. Level IV, Intermediate Mid to Intermediate High Proficiency
- §114.43. Level V, Intermediate High to Advanced Mid Proficiency
- §114.44. Level VI, Advanced Mid to Advanced High Proficiency
- §114.45. Level VII, Advanced high to Superior Proficiency
- §114.47. Classical Languages, Level I, Novice Low to Intermediate Low Proficiency
- §114.48. Classical Languages, Level II, Novice Mid to Intermediate Mid Proficiency
- §114.49. Classical Languages, Level III, Novice Mid to Advanced Low Proficiency
- §114.50. Classical Languages, Level IV, Novice Mid to Advanced Mid Proficiency
- §114.51. Classical Languages, Levels V-VII, Novice High to Superior Low Proficiency
- §114.62. Advanced Placement (AP) Chinese Language and Culture
- §114.63. Advanced Placement (AP) French Language and Culture
- §114.64. Advanced Placement (AP) German Language and Culture
- §114.65. Advanced Placement (AP) Italian Language and Culture
- §114.66. Advanced Placement (AP) Japanese Language and Culture
- §114.67. Advanced Placement (AP) Latin Language and Culture
- §114.68. Advanced Placement (AP) Spanish Language and Culture
- §114.69. Advanced Placement (AP) Spanish Language and Culture
- §114.70. International Baccalaureate (IB) Language B, Modern Languages, Standard Level
- §114.71. International Baccalaureate (IB) Language B, Modern Languages, Higher Level
- §114.72. International Baccalaureate (IB) Classic Languages, Standard Level
- §114.73. International Baccalaureate (IB) Classic Languages, Higher Level

There are many TEA-approved foreign languages. The symbols, which fit the above levels, are listed below. The numbers following the codes indicate the years a student has had this language on the high school level. Students may receive credit through examination for prior knowledge. Consequently, schools must count each year of credit.

1. Arabic: ARABIC 1, 2, 3, 4, 5, 6, 7
2. Japanese: JAPN 1, 2, 3, 4, 5, 6, 7
3. Italian: ITAL 1, 2, 3, 4, 5, 6, 7

4. French: FREN 1, 2, 3, 4, 5, 6, 7
5. German: GERMAN 1, 2, 3, 4, 5, 6, 7
6. Latin: LATIN 1, 2, 3, 4, 5, 6, 7
7. Spanish: SPAN 1, 2, 3, 4, 5, 6, 7
8. Russian: RUSS 1, 2, 3, 4, 5, 6, 7
9. Czech: CZECH 1, 2, 3, 4, 5, 6, 7
10. Portuguese: PORTUG 1, 2, 3, 4, 5, 6, 7
11. Hebrew: HEB 1, 2, 3, 4, 5, 6, 7
12. Chinese: CHIN 1, 2, 3, 4, 5, 6, 7
13. American Sign Language: ASL 1, 2, 3, 4, 5, 6, 7
14. Other Foreign Languages: OTHR FL 1, 2, 3, 4, 5, 6, 7

CHAPTER 117. FINE ARTS

Use only histories and theories of art and music under Chapter 117. These classes are listed below; however, courses where more than 50 percent of the grade is based on “production” or “performance” will not count. AP and IB classes that produce a product or perform should not be counted.

- §117.302 Art, Level I
- §117.303 Art, Level II
- §117.304 Art, Level III
- §117.305 Art, Level IV
- §117.310 Music, Level I
- §117.311 Music, Level II
- §117.312 Music, Level III
- §117.313 Music, Level IV
- §117.314 Music Studies

CHAPTER 118. ECONOMICS

- §118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits (ECO-FE)
- §118.12. Economics Advanced Studies
- §118.13. Advanced Placement (AP) Microeconomics (APMICECO)
- §118.14. Advanced Placement (AP) Macroeconomics (APMACECO)
- §118.15. International Baccalaureate Economics Standard Level (IBECP-SL)
- §118.16. International Baccalaureate Economics Higher Level (IBECO-HL)

CHAPTER 126. TECHNOLOGY APPLICATIONS

- §126.33. Computer Science I
- §126.34. Computer Science II
- §126.35. Computer Science III
- §126.62. Advanced Placement (AP) Computer Science A
- §126.63. International Baccalaureate (IB) Computer Science, Standard Level
- §126.64. International Baccalaureate (IB) Computer Science, Higher Level
- §126.65. Advanced Placement (AP) Computer Science Principles

School districts may use the knowledge and skills described in this section of the computer science course descriptions for the College Board Advanced Placement or International Baccalaureate programs, or a combination thereof.

CHAPTER 130. CAREER AND TECHNICAL EDUCATION

As previously noted, USAD does NOT allow inclusion of career and technical education courses towards GPA calculation IF the course is hands-on, performance-based, skills-type, non-book, lab-based, or more than 50 percent of course time is spent in service learning or internship.

The following courses MAY count if they do not meet the above standard:

- §130.2. Principles of Agriculture, Food, and Natural Resources
- §130.3. Professional Standards in Agribusiness
- §130.4. Agribusiness Management and Marketing
- §130.6. Equine Science
- §130.10. Advanced Animal Science
- §130.13. Oil and Gas Production I
- §130.14. Oil and Gas Production II
- §130.17. Wildlife, Fisheries, and Ecology Management
- §130.18. Forestry and Woodland Ecosystems
- §130.19. Range Ecology and Management
- §130.25. Advanced Plant and Soil Science
- §130.42. Principles of Architecture
- §130.43. Principles of Construction
- §130.46. Construction Management I
- §130.47. Construction Management II
- §130.132. Principles of Business, Marketing, and Finance
- §130.134. Business Law
- §130.135. Business English
- §130.136. Business Information Management I
- §130.137. Business Information Management II
- §130.139. Business Management
- §130.140. Global Business
- §130.142. Human Resources Management
- §130.182. Money Matters
- §130.184. Securities and Investments
- §130.185. Insurance Operations
- §130.186. Banking and Financial Services
- §130.187. Accounting I
- §130.188. Accounting II
- §130.189. Financial Analysis
- §130.190. Statistics and Business Decision Making
- §130.202. Principles of Government and Public Administration

- §130.203. Political Science I
- §130.204. Political Science II
- §130.205. Foreign Service and Diplomacy
- §130.206. Planning and Governance
- §130.207. National Security
- §130.208. Public Management and Administration
- §130.209. Revenue, Taxation, and Regulation
- §130.222. Principles of Health Science
- §130.224. Anatomy and Physiology
- §130.226. World Health Research
- §130.227. Pathophysiology
- §130.228. Health Informatics
- §130.229. Mathematics for Medical Professionals
- §130.230. Pharmacology
- §130.231. Health Science Theory
- §130.252. Principles of Hospitality and Tourism
- §130.253. Introduction to Culinary Arts
- §130.256. Food Science
- §130.258. Travel and Tourism Management
- §130.259. Hotel Management
- §130.260. Hospitality Services
- §130.273. Dollars and Sense
- §130.275. Interpersonal Studies
- §130.276. Counseling and Mental Health
- §130.332. Principles of Law, Public Safety, Corrections, and Security
- §130.333. Correctional Services
- §130.339. Forensic Science
- §130.340. Court Systems and Practices
- §130.341. Federal Law Enforcement and Protective Services
- §130.352. Principles of Manufacturing
- §130.353. Diversified Manufacturing I
- §130.354. Diversified Manufacturing II
- §130.382. Advertising
- §130.383. Fashion Marketing
- §130.384. Entrepreneurship
- §130.385. Social Media Marketing
- §130.386. Sports and Entertainment Marketing
- §130.389. Advanced Marketing
- §130.402. Principles of Applied Engineering
- §130.403. Principles of Biosciences
- §130.408. Robotics I
- §130.409. Robotics II
- §130.410. Engineering Design and Presentation I
- §130.411. Engineering Design and Presentation II
- §130.412. Engineering Design and Problem Solving
- §130.414. Engineering Science

- §130.415. Biotechnology I
- §130.416. Biotechnology II
- §130.417. Scientific Research and Design
- §130.442. Principles of Transportation Systems
- §130.443. Principles of Distribution and Logistics
- §130.461. Management of Transportation Systems
- §130.462. Distribution and Logistics

OTHER CLASSES TO COUNT

International Baccalaureate (IB) Theory of Knowledge (TOK)

Advanced Placement (AP) Capstone (**REMOVED AS OF 2023-2024**)

All concurrent enrollment or dual enrollment college courses

EIGHTH GRADE OFFICIAL LIST OF CLASSES FOR ACADEMIC OCTATHLON AND ACADEMIC DECATHLON

For grade computation, Academic Octathlon coaches must use their students' eighth grade classes. Occasionally, Academic Decathlon has a freshman or sophomore competing as a Decathlete and must use classes and grades from middle or junior high school.

Many middle and junior high schools offer accelerated, enriched, honors, or pre-Advanced Placement 9th grade courses, which count for high school credit. These courses will, however, use high school names and codes. See the list of high school courses for these codes. You must count these classes if they appear on the Decathlon high school official list of classes.

English Language Arts and Reading

- §110.24. English Language Arts and Reading, Grade 8
- §110.25. English Language Arts and Reading, Reading
- §110.26. English Language Arts and Reading, Speech

Mathematics

- §111.28. Mathematics, Grade 8

Science

- §112.20. Science, Grade 8

Social Studies

- §113.20. Social Studies, Grade 8 (US History to 1865)

Foreign Languages

- §114.14. Languages Other than English, Middle School

Entry Fee (Yearly)

Revised 8/1/2023

The form found on the next page is to be completed each year and sent to the state office with the entry fee designated by October of the school year. The registration fee for all schools is \$1,500 per team. This fee covers awards, state scholarships, test/competition preparation/materials, etc. Schools pay their own travel, meals, and lodging costs both in regional and state competition. All study materials **MUST** be purchased from USAD. Please update your registration information annually here: <https://forms.gle/AYBxt78fZxvJaMgG7>

If your school wishes to withdraw from competition, a letter must be received by the Texas Academic Decathlon state office two weeks prior to Round 2 competition. At that time your school will receive a full refund. **NO REFUND** will be given if it is requested less than two weeks prior to competition.

You may wish to contact the national office below and secure a study materials' order form.

Jessica Cole

Phone:

712-326-9589 (cell)

712-366-3701 (fax)

Address:

USAD

PO Box 4351

Mankato, MN 56002

Email: info@usad.org

Web: www.usad.org

Texas Academic Decathlon

Registration Form

2023-2024 Competition Year

Circle One Large School (6A) Medium School (5A) Small School (4A, 3A, 2A, 1A)

School _____ District _____

Street Address _____

City/Zip _____ Area Code/Number _____

Fax Number _____ 9-12 Enrollment _____

Coaches _____

Coach E-mail address _____

School Principal _____

Superintendent _____

Address of Superintendent _____

Registration Deadline

October

Region Competition Date

January

Please return registration form to and make checks payable to Texas Academic Decathlon --

**Rick Hopkins, Executive Director
Texas Academic Decathlon
4301 Broadway, CPO 479
San Antonio, TX 78209**

Registration Fee \$1,500

Teams advancing to the state competitions will pay Large-\$300, Medium-\$200, Small-\$100

Page 2 MUST be completed as well

Please complete this form in its entirety.

Do you have a class that includes Academic Decathlon activities/studies? Yes No

Do the coaches of the Academic Decathlon team receive a stipend? Yes No

Please give us the number of students in your class studying Academic Decathlon

TAD class size

Octathlon class size

Pentathlon class size

LSC class size

How many males/females participated in each class? Males Females

Students who made the team Males Females

Diversity of participating teams/classes.

African American

Asian

Caucasian

Hispanic

Native American

Alaskan American

Native Hawaiian

American Native

Other

How many of the participating schools are Title One?

District _____

School _____

Answering these questions will give Texas a stipend from USAD – please help!

Essay

ESSAY OVERVIEW

The essay event is one of the “subjective” events of the U.S. Academic Decathlon’s® ten events.

The essay addresses written communication, and speech and interview address oral communication. The focus of this resource guide is the essay event.

While we have come to accept that an “essay” is a prescriptive writing form, more formally *essay* as a noun means “an attempt or effort,” and the word can also be used as a verb meaning “try or attempt.” This is interesting as it applies to writing essays as well because drafting an essay is also truly an “attempt” or “try” at articulating one’s thoughts about a subject in writing.

GUIDELINES FOR THE ESSAY EVENT

- * In the essay portion of the U.S. Academic Decathlon® competition, students have fifty minutes to pre-write, plan, organize, draft, and write a final version of an essay in response to a specific prompt. If you’ve taken state writing tests like the PARCC exams or national writing tests like the SAT or ACT or Advanced Placement exams, you have already had practice with timed writing that is similar to what the U.S. Academic Decathlon competition allows. For example, the SAT also allots fifty minutes, while the ACT allots only forty minutes.
- * At most levels of competition today, students complete the essay portion of the competition on a computer. All students competing at the national level must write their essay online. Students will be allowed a blank sheet of paper and a pen to jot down ideas, but only what is typed and submitted at the end of the fifty minutes will be scored. If a competition coordinator chooses to have students use pen and paper to write their essays, students are still allotted fifty minutes, and after time has elapsed, the essays

SCORING THE ESSAY

- * The judges will score each essay in accordance with the assigned U.S. Academic Decathlon essay scoring form.
- * Each essay will be read independently by two trained essay judges, and the average of the two scores will be the final score for that essay.
- * Essay judges will score each essay independently and will not discuss their scores.
- * If there is a divergence of 200 or more points in the two judges’ scores, the essay will be read and scored by a third judge. The third score then replaces the divergent score.
- * Scoring procedures may vary at the local, regional, and state levels of competition. Coaches should contact their State Director with any questions about the essay scoring procedures within their state.

Scoring

THE NEW ESSAY SCORING FORM

As with any written essay assignment, always start with the scoring expectations.

Why?

Understanding how, exactly, the essay will be scored will help you address any writing assignment with these expectations in mind. In this section, we will examine the scoring form closely by deconstructing its various components.

Some Important Aspects of the Essay Scoring Form

- * The essay event is worth 1,000 points, total.
- * The essay scoring form has ten components, and each component is worth up to 4 points. The total points earned (maximum of 40) is then multiplied by 25 for the essay score.

Analysis of the Scoring Form Components

Let's begin by defining and clarifying each of the ten components:

Components 1–7 of the Scoring Form address the content/development of the essay.

Point value	Component with description
0–4	Introduction / Thesis <input type="checkbox"/> Original, insightful, and/or interesting <input type="checkbox"/> Not merely restating the prompt
0–4	Response To Prompt* <input type="checkbox"/> Conveys understanding of the prompt and tasks <input type="checkbox"/> Clearly addresses all aspects of prompt
0–4	Evidence* <input type="checkbox"/> Specific and accurate examples <input type="checkbox"/> Evidence supports thesis and main ideas

0–4	Analysis / Commentary <ul style="list-style-type: none"> <input type="checkbox"/> Ideas explained thoroughly <input type="checkbox"/> Points argued effectively
0–4	Cohesion <ul style="list-style-type: none"> <input type="checkbox"/> Articulate and clearly focused <input type="checkbox"/> Assertions equivalently developed
0–4	Organization <ul style="list-style-type: none"> <input type="checkbox"/> Paragraphs have topic sentences <input type="checkbox"/> Transitions are thoughtful
0–4	Closing <ul style="list-style-type: none"> <input type="checkbox"/> Intentional finish <input type="checkbox"/> Not repetitive or merely summarizing

** USAD publishes essay scoring guidelines for essay readers/judges, which include details student writers may include in response to each prompt*

Components 8–10 of the Scoring Form address writing skills applied to the essay.

Point value	Component with description
1–4	Word Choice / Diction / Voice <ul style="list-style-type: none"> <input type="checkbox"/> Diction appropriate to topic <input type="checkbox"/> Writer knows/owns the words used
1–4	Spelling / Punctuation <ul style="list-style-type: none"> <input type="checkbox"/> Accurate spelling <input type="checkbox"/> Proper punctuation
1–4	Grammar / Sentence Structure <ul style="list-style-type: none"> <input type="checkbox"/> Subject/verb agreement <input type="checkbox"/> Varied sentence structure

Further details about scoring form

- * Some components have a scale of 0-4 and others 1-4. This is intentional. A writer could receive a “zero” for Introduction/Thesis, for instance, for having no visible or articulated introduction and/or thesis, but a writer could not receive a “zero” for “Spelling/Punctuation, as at least some of the words must be spelled correctly and some appropriate punctuation used, warranting a “one” to be the lowest possible score in that category.
- * Consider these point descriptors:
 - 4 = excellent, superior; 3 = acceptable, effective; 2 = attempted, fair; 1 = barely, minimal; 0 = insufficient
- * Essay judges are directed to give a clear and complete “zero” score to any essay that is “off prompt” or “non-scoreable.”
 - * An “off-prompt” essay does not respond to the prompt selected.
 - * A “non-scoreable” essay is either insufficient or illegible (typically true only of handwritten essays) or too brief.

DISCUSSION OF THE TEN SCORING COMPONENTS

Introduction/Thesis – Most writers know that a good introduction is necessary for a great essay. The introduction creates for the reader the important first impression of its author and what to expect of the essay that follows. Whatever you decide to do at the start of your essay to engage your audience right away—create an insightful comparison, highlight interesting details, ask a question, or something else—do not merely parrot the prompt. Be original. And also, be certain that your essay includes—very near its start—a clear thesis in which you state your essay’s primary assertion, the essence of your essay’s primary point and purpose, what you will “prove” with the rest of your essay.

Response to Prompt – It is very important that you respond specifically and completely to the prompt. One of the biggest challenges students encounter with essay writing deals with response to the prompt. Be certain, first, that you completely understand what the prompt is asking you to do, and second, that you completely answer the question(s) asked by the prompt. This may sound ridiculous, but without first reading the prompt very carefully and looking for keywords, there is great risk in writing an essay that does not meet the requirements of the prompt.

Evidence – Providing evidence is your opportunity to show how well you have prepared for the competition by reading and studying the USAD materials. Develop the assertions that support your thesis by providing specific examples—evidence from the U.S. Academic Decathlon® resource guides or the literary work—as the prompt directs. Your essay’s readers/judges will know which details to expect you to include, and your essay will score very low in this component if you either do not include evidence or include evidence that is either not supported by or contradictory to the USAD resources. Seize this opportunity to synthesize what you have learned from your studies into your own written ideas; transfer that understanding into your confident voice in the essay.

Analysis/Commentary – For each piece of evidence you use to support your main ideas, you will need to analyze and then explain and provide commentary on how it provides support for your thoughtful response. This typically takes two to three sentences per idea, following and supporting a topic sentence; it should not merely state the evidence but provide support for why and how this evidence is the most valuable to include in your essay.

Cohesion – Cohesion is the flow of the essay or how the words, sentences, and paragraphs—as well as the individual ideas—“cohere” or fit and stick together. Consider the shift from one sentence to the

next and the transitional words used between paragraphs. (There are examples of transitional words and phrases for improving cohesion in the Appendix at the end of this guide.) Purposefully construct each of your assertions—each one related to and developing your thesis—to be equivalently and valuably developed.

Organization – Every essay you write should be constructed in a manner that aids its reader in following your thinking. The best essays proceed logically, are organized into paragraphs, and include transitions that also provide a sensible chronology for the essay as a response to the prompt or task. It makes great sense for each body paragraph’s topic sentence to be an assertion that “proves” as well as supports the essay’s thesis. (There are some resources in the Appendix of this resource guide to help you improve your organization. Also, in the next section of this guide, we will explore structure and how to develop an outline. These activities will help you stay organized as you write.)

Closing – Consider the closing paragraph your last chance to make a favorable impression on the reader. Do not simply summarize what you have already written. Consider how you can leave the reader pondering an aspect of the essay that was not absolutely resolved, questioning something that could be an inference from something in the essay or feeling the need to look into the topic further. Whatever you do, bring your essay to an intentional finish with your closing statements.

Word Choice/Diction/Voice – Selecting your words carefully and using a vocabulary most appropriate for the subject is a skill used by proficient writers. Get to know the vocabulary for the content you are studying. It can be difficult to use the “right” or “best” words for a particular discussion if those words are not your own and your use of them is “clunky” at best. However, word choice is one aspect of your voice in writing and how confidently you “speak” about any subject. (There is an activity coming up to help you build your vocabulary.)

Spelling/Punctuation – While we know this particular type of essay—especially due to its being timed—can feel more like a “rough” than “final” draft, it still needs to be your “best” draft, and spelling and punctuation errors should not distract the reader from the details of the essay. The best advice is this: leave yourself at least a few minutes to review what you have written. You will be surprised what mistakes may be caught and fixed when you reread your own work.

Grammar/Sentence Structure – This category examines how well you put your sentences together and that you have mastered subject/verb agreement. It improves your essay to understand how to vary sentence structure to aid your argument, at times building your point through an intricate weaving of ideas, and at other times poetically dropping the mic with a very simple statement. In other words, this is where your essay can lose points if something in your writing does not follow the accepted rules of English or you submit a very choppy essay full, solely, of simple sentences.

Analysis of the Scoring Form Components

Components 1-7 of the Scoring Form address the content/development of the essay

Point value	Component with description
0-4	Introduction / Thesis <input type="checkbox"/> Original, insightful, and/or interesting <input type="checkbox"/> Not merely restating the prompt
0-4	Response To Prompt* <input type="checkbox"/> Conveys understanding of the prompt and tasks <input type="checkbox"/> Clearly addresses all aspects of prompt
0-4	Evidence* <input type="checkbox"/> Specific and accurate examples <input type="checkbox"/> Evidence supports thesis and main ideas
0-4	Analysis / Commentary <input type="checkbox"/> Ideas explained thoroughly <input type="checkbox"/> Points argued effectively
0-4	Cohesion <input type="checkbox"/> Articulate and clearly focused <input type="checkbox"/> Assertions equivalently developed
0-4	Organization <input type="checkbox"/> Paragraphs have topic sentences <input type="checkbox"/> Transitions are thoughtful
0-4	Closing <input type="checkbox"/> Intentional finish <input type="checkbox"/> Not repetitive or merely summarizing

* USAD publishes essay scoring guidelines for essay readers/judges, which include details student writers may include in response to each prompt

Components 8-10 of the Scoring Form address writing skills applied to the essay

Points avail.	Component with description
1-4	Word Choice / Diction / Voice <input type="checkbox"/> Diction appropriate to topic <input type="checkbox"/> Writer knows/owns the words used
1-4	Spelling / Punctuation <input type="checkbox"/> Accurate spelling <input type="checkbox"/> Proper punctuation
1-4	Grammar / Sentence Structure <input type="checkbox"/> Subject/verb agreement <input type="checkbox"/> Varied sentence structure

Further details about scoring form:

- Some components have a scale of 0-4 and others 1-4. This is intentional. A writer could receive a “zero” for Introduction/Thesis, for instance, for having no visible or articulated introduction and/or thesis, but a writer could not receive a “zero” for “Spelling/Punctuation,” as at least some of the words must be spelled correctly and some appropriate punctuation used, warranting a “one” to be the lowest possible score in that category.

- Consider these point descriptors:

4 = excellent, superior	2 = attempted, fair	0 = insufficient
3 = acceptable, effective	1 = barely, minimal	
- Essay judges are directed to give a clear and complete “zero” score to any essay that is “off prompt” or “non-scoreable.”
 - An “off-prompt” essay does not respond to the prompt selected.
 - A “non-scoreable” essay is either insufficient or illegible (typically true only of handwritten essays) or too brief.

Discussion of the ten scoring components for students:

Introduction/Thesis – Most writers know that a good introduction is necessary for a great essay. The introduction creates for the reader the important first impression of its author and what to expect of the essay that follows. Whatever you decide to do at the start of your essay to engage your audience right away—create an insightful comparison, highlight interesting details, ask a question, or something else—do not merely parrot the prompt. Be original. And also be certain that your essay includes, and very near its start, a clear thesis in which you state your essay’s primary assertion, the essence of your essay’s primary point and purpose, what you will “prove” with the rest of your essay.

Response to Prompt – It is very important that you respond specifically and completely to the prompt. One of the biggest challenges students encounter with essay writing deals with response to the prompt. Be certain, first, that you completely understand what the prompt is asking you to do, and second, that you completely answer the question(s) asked by the prompt. This may sound ridiculous, but without first reading the prompt very carefully and looking for keywords, there is great risk in writing an essay that does not meet the requirements of the prompt.

Evidence – Providing evidence is your opportunity to show how well you have prepared for the competition by reading and studying the USAD materials. Develop the assertions that support your thesis by providing specific examples—evidence from the U.S. Academic Decathlon resource guides or the literary work—as the prompt directs. Your essay’s readers/judges will know which details to expect you to include, and your essay will score very low in this component if you either do not include evidence or include evidence that is either not supported by or contradictory to the USAD resources. Seize this opportunity to synthesize what you have learned from your studies into your own written ideas; transfer that understanding into your confident voice in the essay.

Analysis/Commentary – For each piece of evidence you use to support your main ideas, you will need to analyze and then explain and provide commentary on how it provides support for your thoughtful response. This typically takes two to three sentences per idea, following and supporting a topic sentence; it should not merely state the evidence but provide support for why and how this evidence is the most valuable to include in your essay.

Cohesion – Cohesion is the flow of the essay or how the words, sentences, and paragraphs—as well as the individual ideas—“cohere” or fit and stick together. Consider the shift from one sentence to the next and the transitional words used between paragraphs. (There are examples of transitional words and phrases for improving cohesion toward the end of this guide.)

Purposefully construct each of your assertions—each one related to and developing your thesis—to be equivalently and valuably developed.

Organization – Every essay you write should be constructed in a manner that aids its reader in following your thinking. The best essays proceed logically, are organized into paragraphs, and include transitions that also provide a sensible chronology for the essay as a response to the prompt or task. It makes great sense for each body paragraph’s topic sentence to be an assertion that “proves” as well as supports the essay’s thesis. (There are some resources in the appendix section of this resource guide to help you improve your organization. Also, in the next section of this guide, we will explore structure and how to develop an outline. These activities will help you stay organized as you write.)

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Facilities/Security Chairperson

Revised 8/1/2023

1. Assist meet coordinator in determining building site and rooms needed. Prepare map showing utilization of rooms.
2. Appoint committee to make needed building signs.
3. Arrange for a phone receptionist, nurse, custodian, and security personnel to be on duty during the meet. Assign security to circulate in designated areas.
4. Appoint a committee to receive student name/ID labels and tape to desks in testing rooms.
5. Assist Super Quiz committee in providing seating and equipment for Super Quiz Relay.
6. Provide schedule to custodians to make sure rooms are unlocked at required times.
7. Be available throughout meet for needs that arise.
8. Assist in equipment needed for awards program, if it is on campus.

Facility Needs

1 Meet office	It may or may not be the school office. It needs to be where the phone number is that has been given in advance for calls from parents, schools, etc. It should be manned at all hours during Friday and Saturday. It is the information desk.
1 Appeals office	Located where the fax machine or computer with internet access is that will receive and send appeals to the state office.
1 Scoring room	Ideally, near the test distribution room.
1 Test distribution room	Locate, if possible, near the test scoring room as well as to the testing rooms.
1 Team room per team	Since only 11 people in room, a regular size classroom is not necessary; room may be smaller.
1 Essay grading area	Library is a good place. As essay grading is over before academic tests, library could also be used for Saturday test distribution room.
1 Spectator gym	Is gym large enough to seat team, parents, and administration? Number in attendance may cause coordinator to consider a facility outside of the school district.
1 Auditorium for meet assembly	Optional

1 Facility for awards program	Must be large enough to house all spectators. Civic auditorium may be needed.
1 School nurse's office	
1 Area for registration	How about registering teams at their hotels as they arrive? If all/most schools are local, try an area near the front entrance of the school.
1 Speech/Interview tabulation room	Needed only if you are not using the program that calls for "bubble" Scantron judges' sheets.
1 Hospitality room for coaches	Optional if goodies are provided to teams and coaches through the team rooms or a central "goodie" place.
9 Speech rooms and 9 Interview rooms	Sufficient for a meet of 20 teams with rooms designated V1, V2, V3, S4, S5, S6, H7, H8, H9. State meet requires 18 rooms of each. In both arrangements, it will take four hours to complete these two events. Meets with number of schools between 20 and 40 may require a number of rooms between 18 and 36. In all cases, only Varsity students test in V rooms, Scholastic students in S rooms, and Honor students in H rooms.
1 Speech orientation room	Large enough to accommodate speech judges.
1 Interview orientation room	Large enough to accommodate interview judges.
1 Speech training room	Will be same area where essays are graded.
1 set of walkie-talkies	Six to eight walkie-talkies to be used by chairpersons who communicate regularly with coordinator at state or region meets.
1 Area for posting scores	Only if scoreboard is used.
Rooms for essays and written tests	A 20-school meet could put one student from each team in the nine rooms labeled the same as speech/interview and have 20 students testing in each room. This is not a requirement. If short of testing rooms, the number of students per room may be increased to 30, thus requiring only 6 rooms. In tight situations the testing rooms could also be used jointly as speech/interview rooms. Arena testing is advisable.

Food Service

Revised 8/1/2023

3

1. Determine before the school year begins if the food coordinator will be the host high school cafeteria manager or the director of food services for the school district. Share with him/her what will be needed for the meet.
2. If the hotels are providing a free breakfast as part of their costs, this will reduce greatly the needs for breakfasts. In fact, the only breakfast need would be for Saturday morning proctors.
3. The meals normally to be prepared are:

Friday Noon	(depending on school dismissal time and team arrival time)
Friday Evening	(for essay, speech, interview proctors and judges, as well as for teams)
Saturday Breakfast	(depending on what is provided by hotels)
Saturday Noon	(most teams will utilize this meal)
Saturday Evening	(banquets that are held at some region meets)
4. Participating schools will be expected to pay for all meals they eat. Meet coordinator will survey all schools prior to meet and will know exactly how many people will be served. Schools will know costs of each meal and will pay in advance or upon arrival.
5. Most schools prefer to eat their meals (whether prepared by the school or ordered in) in their team rooms.
6. It is customary for the host school to provide and pay for snacks for the teams. Snacks may be prepared in advance and delivered to each team room or snacks may be set up at building locations and be picked up by students (teams) throughout the time they are in the building.
7. Schools may submit a “special requests” form that will stipulate “special dietary” needs which the food provider will accommodate.
8. Depending on the actual times that Decathlon events are scheduled (near to a meal time), meals will be provided free for essay graders, judges, and proctors.

Honesty Statement

Revised 8/1/2023

It is expected that all students will be honest in all areas of testing. In instances viewed as dishonest, the meet appeals committee will have the final decision which may be any of the following:

- Student may be removed from all competition.
- Student may be penalized the full value of (1,000 points) any one of the ten events.
- Student may be penalized a partial amount for an event.

The appeals committee has the right to consult the state office in any situation that it desires. The decision of the state office is final.

Hotel Accommodations

Revised 8/1/2023

1. As soon as a district knows it will be hosting a Decathlon meet, it should secure rooms for the appropriate dates.
2. **Teams attending competition in Texas MUST stay at the contracted hotel. NO EXCEPTIONS. If your team is unable to stay at the contracted hotel, the next team on the region advancers will be selected. Teams MUST contact the contracted hotel by the deadline in the registration packet.**
3. Reasonable rates should be secured as some schools have limits as to what the school will pay. The same rates should be available to students, coaches, parents, and administrators.
4. While not required, the possibility of including a breakfast of some type as part of the rate should be investigated.
5. The proximity of the hotel to the competition site should also be considered.
6. At some locations at state competition, it is not possible to house all people in one hotel. It is acceptable to have more than one hotel available with rates quoted and rooms reserved in advance.
7. Host districts may wish to use the hotels rather than the host schools as the place to hand out information packets depending on the Friday dismissal time of the students and the time remaining between school dismissal and the first competition event.
8. The packet that is given to the region winners at the awards program and that is mailed two days later when the at-large teams are determined should contain all needed information about the hotels at state in order for these schools to make reservations immediately. Also include a map and directions to the hotel as well as from the hotel to the host school site.

Interview

Revised 8/1/2023

An interview has two primary functions - to give information and to get information. In the framework of the Decathlon, most of the interviewing process will be devoted to your “getting” information from the students. It is important that the interviews be objective and consistently uniform. All students should have the same opportunity to express themselves in this competition. Remember the students are likely to be a little nervous and apprehensive. Create an atmosphere that is as relaxed and informal as possible. The goal is to provide a setting which is conducive to the students’ performing to the best of their abilities.

The interview experience should assist students in learning to present themselves in a positive manner when interviewing for a job, scholarship, or any competitive position. It should also give them the experience of learning to listen and respond in an appropriate manner. The objective of the program is to give students opportunities to develop oral communication skills.

Conduct of the Interview

1. Do not ask any questions regarding *race, creed, ethnic groups, national origin or ancestry, political beliefs, affiliations, gender, sexual orientation, mutual acquaintances* or any questions that can be construed as same.
2. Do be alert to help the students relax and talk if you sense any apprehension.
3. *After* the student leaves the room, rate the student on the rating sheets you will be provided. It is distracting to the student to rate while he or she is speaking. (You may make notes during the interview for rating the student but keep it to a minimum).
4. Do be an “active” listener. Listen not only to what is being said but also observe how it is said, i.e., tone of voice, vocabulary, facial expression, gestures, etc.
5. Avoid controversy in the interview. Arguing, interrupting or displaying authority will put the student on the defensive.
6. ONLY ask questions from the list provided by the coordinator.
7. The interview will generally last between 6 and 7 minutes. Closure to the interview should begin at the six-minute mark. Students should be allowed to finish sentences and thoughts.
8. The interview seating arrangement is given below. Interviewers will sit at a desk, a table or in chair desks where they have a place to write. The student sits in a regular straight-back chair with no arms. The timer, if used, is seated behind and out of sight of the student.



9. A maximum of 1000 points may be earned for the interview. There are no penalties for the interview. The scores for each of the three judges are added and divided by three. If the average is not a whole number, it is averaged.

Example A: $870 + 850 + 820 = 2540$ divided by 3 = 846.7

Example B: $870 + 850 + 810 = 2530$ divided by 3 = 843.3

The computer Scantron form (Interview 3) does the same calculations and arrives instantly at the same final score.

RATING SCALE

VOICE is the way a speaker controls volume, clarity, and distinctness of voice to gain greater audibility. Voice should have a variety in the rate, volume, and pitch to engage interest, hold attention, and convey self-assurance.

LANGUAGE USAGE refers to the appropriate choice of words, proper use of grammar and correct enunciation. Language should promote clear understanding of thoughts and be appropriate for the occasion.

INTERPERSONAL SKILLS are measured by the candidate's ability to establish rapport with interviewers. The candidate's response should correspond to and interact with the interviewers' questions, and he/she should stimulate an involvement with the interviewers.

NON-VERBAL LANGUAGE refers to the manner in which the candidate uses gestures, facial expressions, and physical involvement for effective communication. Through the interview process, the individual reveals: problem-solving skills, organizational skills, analytical skills and promotional skills. When asking the candidate questions, keep these in mind. Help the candidate develop experience in answering questions that reveal these skills.

MANNER is measured through the candidate's ability to speak with enthusiasm and assurance while showing interest in the interviewers and confidence in their reactions. The candidate should be direct in his/her response.

LISTENING SKILLS refers to the ability to analyze and interpret "what is being asked." In order to answer skillfully and address the issue being considered, the candidate must listen carefully and attentively. The candidate's responses to the questions will give an indication of his/her level of attention and ability to identify, sort, and process the information being requested.

ANSWERING SKILLS refers to the ability to 1) address the issue being considered; 2) present information in a clear and concise manner; 3) organize information in a logical and sequential order; 4) adjust responses appropriately to a variety of audiences; and 5) pace conversation to convey necessary information and achieve purpose. Order, logic, imagination, intelligence, and other personal qualities are reflected in the way answers are given. All information presented should be relevant to the question being asked.

RESPONSES refer to the quality of the answers given. The candidate should reflect on the questions to provide thoughtful and insightful responses. A well thought-out answer engages the interviewers' attention and gives insight into the candidate's personal qualities, skills, goals, and experiences. Relevant examples and illustrations support the answers. The candidates should speak with certainty and conviction.

OVERALL EFFECTIVENESS is measured by the 1) nature of information provided; 2) manner in which it was communicated; and 3) overall impression it created. Some of the questions to consider are: Did the candidate provide the information requested in a skillful manner? Was the information relevant and meaningful? Was the candidate able to achieve a positive impression of his/her skills, experiences and personal qualities?

APPEARANCE refers to the appropriate attire of the candidate. In addition to attire, the student's demeanor is also a consideration. (THIS SHOULD RARELY BE LESS THAN 10)

Interview Chairperson

A. Duties/Responsibilities

1. Secure experienced interviewers (30) as judges — 3 per test room, plus 3 alternates who help tabulate (for each set of 9 judging rooms)
2. Secure nine timekeepers. These may come from the pool of assistants contacted by the Chairperson of Proctors and Runners or from your own resources.
3. Secure at least four people to verify scores in the interview scoring room if manual scoring forms are used (instead of Scantron bubble sheets).
4. For judges' orientation, please use the sample interviews at <http://www.txacadec.org/Volunteer.html> displaying students in an interview with examples of superior and average interviews, the introduction script, and PowerPoint of score sheets.
5. Procure necessary materials and supplies (see materials list).
6. Confirm room locations for interviews with the Building Facilities Chairperson and assign judges to appropriate rooms. Fill out all forms with name and numbers in appropriate blanks.
7. Prepare two packets for each judge (A list of materials and forms to be placed in the packets follows in this section):
 - a. One to be mailed to judges for study prior to the orientation meeting including the website - <http://www.txacadec.org/Volunteer.html>.
 - b. One for distribution in competition day packet.
8. Provide Food Coordinator a count of personnel (judges, timers, scorers) who will be eating at the contest site.

If not using Scantron scoring sheets, duplicate copies of the *score report sheets and any other forms* to be used in the scoring room for Interview.
10. Prepare packets for Chairpersons and timekeepers.
11. Orient timers demonstrating the interview and use of timecards 2 - 1 - 0.
12. Re-confirm judges' participation the day preceding competition. Complete judges' name tags.
13. Put names/numbers on score sheets the night before competition.

14. Check to see that each interview room has been properly set up before competition day.
15. The interview chairperson will determine the manner of getting students to their respective interview rooms by
 - a. giving each coach the schedule, room number, and a floor plan and expecting him/her to have the students on time at the interview rooms, or
 - b. having runners pick up students at their team rooms, or
 - c. having runners pick up students at a holding area near the interview rooms.

Runners may be students.
16. Prior to competition hold Judges' Orientation Meeting. Extend meeting for special instructions to nine room chairpersons.
17. Instruct personnel in scoring room about scoring forms.
18. Deliver (or supervise the delivery of) official results in interview to the scoring center.
19. Summarize suggestions for improvement and give one copy of the report to the Contest Day Chairperson and one to next year's chairperson.
20. Be available throughout the competition day. Make the test scoring room your base. Scoring room should have calculators for the six scorers to **double-check all sheets before turning them into Score Computation**. Compile scores for interview and deliver to the Test Scoring Center, unless using computer Scantron forms.
21. Make duplicates of scoring sheets unless using computer Scantron forms and return these to each school on Saturday morning for verification.
22. Send appropriate thank-you notes.

B. Materials (Based on 30 judges)

Duplicated Forms:

Suggestions for the Interviewer
 Topics of Interview Questions
 Sample student name tag
 Scores for Interview Session
 Master schedule
 Outline of Rotation Schedule
 Interview Judge Time Schedule
 Evaluation Sheet

Other Materials:

*Calculator – 1 per room plus 3 for Scoring
 *Time cards to hold up to inform judges when time is up
 *Pencils – 30
 *Name tags for judges
 *Packet envelopes
 *Thank-you notes



Interview Resource Guide

Academic Decathlon®

*The vision of the United States Academic
Decathlon® is to provide students the opportunity
to excel academically through team competition.*

USA  United States
Academic Decathlon®

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Introduction

THE ACADEMIC DECATHLON® SUBJECTIVE EVENTS

The Academic Decathlon® competition contains three subjective events: Speech, Interview, and Essay. Each event is evaluated separately by a panel of judges who score the event by completing rubrics supplied by USAD®. The scores of the judges are then averaged, and the student receives a score based on a scale of 1000.

The United States Academic Decathlon® is happy to provide the Interview Resource Guide to assist students as they prepare for the Academic Decathlon® Interview event. Because there are subtle differences in the way Academic Decathlon® events are conducted in different locations it is difficult to write a Interview Resource Guide that will fit every situation. We hope you find the materials both helpful and practical.

Interview Guidelines

INTERVIEW GUIDELINES

- In the interview event, a panel of two to three judges, usually seated in classroom desks or at tables, interview a student seated in a chair.
- The interview lasts **seven minutes** and is structured according to the typical questioning pattern of business interviews—with both standard and follow-up questioning patterns.
- Interview questions for Decathlon contests are usually, but not always, limited to:

- | | |
|----------------------------|--|
| • High school classes | • Preparation and experiences in Academic Decathlon® |
| • Academic interests | • Influential persons |
| • High school activities | • Role models |
| • Career and college plans | |
| • Travel | |

- You will be scored on a rubric and evaluated on listening and answering skills, language use, and overall effectiveness.
- **Practicing with the rubric is a great strategy for improving the interview score.**
- Videotaped self-evaluations and peer evaluation are also helpful.
- Scoring follows the same guidelines as in speech; scores are based on 1000 points.
- The best strategy for being a good interviewee is for you to practice talking to adults about a variety of subjects, including yourself-goals, interests, hobbies, career plans, etc.
- This will increase your poise with an adult audience and will make your responses more interesting, appropriate and spontaneous.

Preparing

PREPARING FOR YOUR INTERVIEW

- The interview is your opportunity to allow the judges to get to know you. Make a good impression!
- The skills you acquire while preparing for the Interview event will continue to help you throughout your life.
- Think of the Interview event as a guided conversation.

- **Take a deep breath, smile, and have fun!**

Tentative Steps for Preparing

1. Resume
2. Appearance and non-verbal communication
3. Practice, practice, practice

Resume

- Each Decathlete is asked to construct a resume that tells about himself/herself.
- The resume will not be judged. However, the content of the resume will assist the interview judges in engaging the Decathlete in a successful interview.
- A good resume will go a long way toward helping make a good impression. A bad resume reflects poorly on the candidate. Everyone has something to offer if he/she will analyze his/her abilities, talents, interests, and activities and stress his/her strong points. **First impressions count.**
- Content and layout of the resume can vary widely. However, **keep the resume simple and to no more than one page.** It has to be read quickly by the judges.
- Your resume must be typed. Use a good quality paper.
- Format your resume with clear headings and a font that is easy to read.
- Selectively apply bold and italic typeface to help guide the judge’s eye.
- Use bullets to call attention to important points. For example:

• Recognition of honors	• Special interests or hobbies you have
• Accomplishments	• Leadership positions you hold or have held
• Extracurricular activities in which you’ve been engaged in and outside of high school	• Work experience(s)
	• Personal goals
- Be specific—if you are interested in sports, specify the particular sport.
- Be brief—the judges only have a few seconds to review your resume. They will be looking for information that jumps out to them.
- **Prepare your resume to be clear, concise, interesting and honest. (Do not feel pressured to include all categories shown in the sample resumes in Exhibit A and B.)**

- Information listed at the top and bottom of your resume tend to generate more questions than information in the middle.
- It is advised not to include your address on your resume for the interview event. This eliminates any bias by the judges, your state/country affiliation should remain anonymous.
- Study and know your resume! You should be able to openly converse about everything on your resume. (Include things that will be of interest to the judges—only include things you are comfortable sharing with others.)
- Bring a copy of your resume for each of the judges. (Usually 3 copies)
- **Remember to bring your resume.** If you forget, do not ask the judges to wait while you go to print a copy. Simply proceed with the interview as if you intended not to provide a copy.
- See Exhibit A and B for two sample resumes. Each differ in style, yet seek to highlight strong points in a straightforward fashion.
- Construct your resume in the style and type that best suits your interests and emphasizes your strengths.

Appearance and Non-Verbal Communication

- Formal attire is preferred for the interview event.
- Appear as confident, comfortable and poised as you can during your interview.
- Avoid using distracting mannerisms such as pacing, swaying or rocking.
- Sit up straight and be attentive but be careful not to appear too stiff.
- Make eye contact with each of the judges throughout your interview. This is especially important when a question is being asked of you.
- Generally, eye contact with an individual should last 3-5 seconds. Please do not stare.
- Your body movements should be graceful, purposeful and used to enhance attentiveness to your responses.
- Evaluate your posture—good posture during your interview will help you breathe properly and project your voice effectively.
- Gestures can be used to dramatize your ideas and lend emphasis to spoken words.
- Do not fidget in your chair, cross your legs, tap your fingers or feet, or wring your hands.

Practice, practice, practice

- Practice answering the list of potential interview questions provided at the end of this guide. Do not completely memorize your answers, your responses should be thoughtful and natural.
- Practice your interview with a panel of mock judges. Your panel of judges could include your teammates, teachers, parents, or local members of your community.
- Ask your panel of judges for feedback and advice. Use this as an opportunity to learn and improve your interviewing skills.
- Take a video recording of yourself during a mock interview. When you watch the video consider the following questions to assess your body language and evaluate the answers to your questions.

- How is your posture and eye contact?
- Are you rocking, swaying or fidgeting?
- Are your answers too long or too short?
- Do you sound confident?
- Did your responses fully answer the question that was asked?

- It can be beneficial to write the sample interview questions on flashcards. By shuffling the flashcards, you will become comfortable answering questions in any order

YOUR INTERVIEW

Entering

- Enter the interview room with enthusiasm and energy.
- Greet the judges with a handshake and a smile when you enter the room.
- Make eye contact with the judges when you introduce yourself.

Responding

- Always take the time to fully listen to the question being asked of you and ensure you do your best to directly answer the question.
- Make eye contact with the questioner.
- It can be helpful to repeat the question that was asked of you.
- If you do not understand the questions being asked of you, simply ask the judges to clarify the question.
- Use a wide range of words and phrases. Be careful not to use words that you cannot properly pronounce.

- Your response should be specific to the question, thoughtful and enhanced with facts and examples.
- Do not use slang or common phrases such as, “like”, “really”, “you know” also, avoid using filler words such as “uh”, “um”, and “ah”.
- Do not use informal contractions, for example, “gonna” is a short form of “going to” “kinda” is a short form of “kind of” and “cuz” is a short form of “because”.
- Speak at an appropriate pace—if you speak too quickly the judges will struggle to understand you.
- Use an appropriate volume—the judges should be able to clearly hear you, but you do not want to shout at them.
- Good posture will help to give the impression of confidence. This will also help to keep your airways open, so you can take deeper breaths and pronounce your words clearly.

Rules to Remember:

- The interview lasts 7 minutes.
- Strive to be enthusiastic, confident, and an effective communicator from start to finish.
- Leave the judges with a positive impression of your abilities, opinions, and interests.
- **Take a deep breath, smile and have fun!**

Detailed Analysis of the Interview Rubric

THE INTERVIEW RUBRIC

- As with each of the three subjective events, it is important to study the interview rubric in detail. (See Exhibit C for the USAD® Interview Evaluation Form)
- Judges score the student interview based on a standardized rubric provided by USAD®. The interview accounts for 1000 of the possible 10,000 points a competitor can earn at competition.
- The interview is scored according to the following ten indicators, each of which is worth 100 points. The criteria for the interview will include:

Interview (1000 points)

- | | |
|------------------------|-------------------------|
| • Voice | • Listening Skills |
| • Language Usage | • Answering Skills |
| • Interpersonal Skills | • Responses |
| • Non-Verbal Language | • Overall Effectiveness |
| • Manner | • Appearance |

- Thinking about each of the ten categories and evaluating the interview according to the specific criteria below, will dramatically improve your interview score.

DETAILED ANALYSIS OF THE INTERVIEW RUBRIC

Voice

- Voice deals with the auditory qualities of the interview.
- This involves a student's ability to vary the speed and volume of his or her responses in a way that is consistent with the overall presentation of ideas.
- Precise articulation of ideas and enthusiasm in responding to the interviewer's questions are keys to ensuring effective voice.

Language Usage

- Language usage assesses the efficacy of the student's word choice and its appropriateness for the given audience.
- This category also evaluates the correctness of grammar and syntax.
- Maybe most important of all, correctness includes appropriate pronunciation and enunciation.
- Judges should be able to hear and clearly understand each word of the response.

This means that each response must be delivered with the requisite speed and intonation appropriate for responding to the interviewer's question.

Interpersonal Skills

- Interpersonal skills measures an interviewee's ability to relate on a personal level to the interviewer.
- It is important for each student to develop a rapport with the questioner that facilitates the exchange of ideas.
- A student should be totally engaged in the interview process and demonstrate either his or her connection to the speaker and/or his or her enthusiasm for the verbal interplay.

Speech Value

- Non-verbal language measures the student's posture and demeanor, as well as his or her movements and gestures during the interview.
- Gestures and movements must be consistent with and appropriate to the exchange of ideas.

Manner

- Manner assesses the student's comfort level and assurance in the interviewing process.
- This certainly demands thoughtful and direct responses. The degree to which the student's answers demonstrate composure and confidence will impact how he or she will score on this criterion.

Listening Skills

- Listening skills measures not only a student's attentiveness to the interviewer's questions, but also his or her ability to assess and to respond to "the question behind the question."
- The best interviewee not only hears the question, but also observes the intent and purpose of the question by being in tune with the interviewer's intent.

Answering Skills

- Answering skills assesses a student's directness and completeness in responding to a given question.
- Answers must be clear and complete, without being wordy or self-indulgent. The interviewee must also have a keen sense of appropriateness and decorum in

responding to an adult interviewer.

- Also included is the appropriateness of the responses for the given audience.
- Highly charged language, politically incorrect language, and profanity are **always inappropriate**.

Responses

- Responses measure the quality of the content of the answer. **The best responses are thoughtful, genuine, informative, and insightful.**

Overall Effectiveness

- Overall effectiveness measures the overall quality of an interview. This includes the degree to which a student is able to interest and engage the audience in his or her presentation of ideas.
- Each student must have an idea of how to best communicate with the listeners and understand what he or she wants to accomplish in the interview.
- This category measures the degree to which the student's vision is communicated and the purpose is achieved.
- Effectiveness is an overall measure of the judges' interest in and appreciation of the student's responses.

Appearance

- Appearance measures the dress and demeanor of the student in the context of a business or professional interview.

Potential Interview Questions

POTENTIAL INTERVIEW QUESTIONS

Selecting a college or university

- How are you selecting a college or university to attend?
- What factors are you considering in selecting a college?
- Which universities are you currently considering and why?

Selecting a field of study in college or identifying a career employment goal

- What field(s) are you interested in?
- How did you become interested in that field?
- What are your ultimate goals?
- How would you define success?

Individual preparation for Decathlon

- How did you first become interested in Decathlon?
- What event(s) do you like the most in Decathlon?
- What event do you find the most difficult?
- How do you prepare for Decathlon?
- Describe a new relationship or friendship that has resulted with your participation in Academic Decathlon?

Activities

- Which activity has been the most meaningful to you?
- How did you become interested in _____?
- What would you do if you had more spare time?
- What high school, volunteer or work activity have enriched your life or prepared you the most for the future?

Values

- Which qualities (features/characteristics/traits) do you think are important for a person to possess?
- What are your most admirable qualities?
- Which characteristics of yourself would you like to change?
- What qualities do you look for in a friend?

Influential person

- Who has been the most influential person in your life?
- If you could be anyone in the world, who would that be and why?

- Whom would you like to interview? Why?

Other

- What question would you have liked for us to ask you?
- What is the most important thing you have learned about yourself in the past year?
- Describe how you manage stress?
- What would you like for us to know about you?

EXHIBIT A: SAMPLE RESUME 1

UNITED STATES ACADEMIC DECATHLON®

SAMPLE RESUME

John W. Woodson
Phone: 987.654.3210

OBJECTIVE

My objective is to serve as an intern in the office of the Lieutenant Governor of the state.

EDUCATION

Currently a junior with a 3.97 GPA, studying for a college preparatory seal.

AWARDS

Algebra I – Honor Student	Chemistry – Honor Student
Geometry – Highest Average	Physics – Honor Student
Algebra II – Highest Average	Latin I – Silver Medal on National Latin Exam
Trigonometry – Highest Average	Latin II – Magna Cum Laude on the National
Physical Science – Honor Student	Latin Exam
Biology – Highest Average	Academic Letter

INTERESTS AND ACTIVITIES

Athletics: Football, Baseball, Basketball
Computer Hobbyist
Drama: Cast in four school plays – “Doll’s House,” “Titanic,” and “Fame”
Cast in community theater – “It’s a Wonderful Life”

WORK EXPERIENCE

National Institute of Physician Recruitment and Retention Part Time - Management Information Systems	2005-2006
Target Discount Store Part time – Stocking and clerical	2006-Present

REFERENCES

Available upon request

EXHIBIT B: SAMPLE RESUME 2

UNITED STATES ACADEMIC DECATHLON®

SAMPLE RESUME

Jana Smith

Phone: 444.444.3333

EDUCATION

High School	2003–Present
Community College	2005–Present

Awards and Honors

Beta Club	9, 10, 11, 12
National Honor Society	11, 12
Academic Letter	10, 11
Governor’s Honors Program Nominee	10, 11
Dean’s List – Community College	12
Who’s Who in American High School Students	11, 12
Varsity Letter – Mock Trial	12
Varsity Letter – Cross Country	12

SUMMARY OF QUALIFICATIONS

Exceptional academic achievement:	3.9 GPA in High School 4.0 in Community College
-----------------------------------	--

Proven leadership ability:	Beta Club officer Junior and Senior Class Secretary Member of Youth Council County 4-H president 4-H District officer Student County member
----------------------------	--

High involvement in extracurricular programs:	Mock Trial Scholars Bowl Cross Country Student Council 4-H Key Club Junior Classical League
---	---

Expertise in law and government:	Page in state senate Volunteer in local political campaigns Mock Trial team member for 3 years
----------------------------------	--

Experience in serving the community:	4-H member for 5 years Peer Tutor Community service chair of Student Council Key Club project chair
--------------------------------------	--

EXHIBIT C: USAD® INTERVIEW EVALUATION FORM

USA U.S. ACADEMIC DECATHLON

INTERVIEW EVALUATION FORM

DIRECTIONS

USE NO. 2 PENCIL ONLY

PLEASE -

1. MAKE DARK MARKS
2. ERASE COMPLETELY TO CHANGE
3. ENTER: STUDENT'S NAME AND NUMBER
YOUR NAME AND NUMBER
ROOM NUMBER
4. MARK 1 STUDENT PER FORM

EXAMPLE:

1	9	2
•	•	•
•	•	•
•	•	•

STUDENT'S NAME _____

JUDGE'S NAME _____

ROOM NUMBER _____

JUDGE

1	2	3
4	5	6

STUDENT ID NUMBER

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

VOLUNTEER NUMBER

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

INTERVIEW		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
VOICE	<ul style="list-style-type: none"> • VOLUME • FLEXIBILITY • EXPRESSIVENESS 	100	85	70	55	40
LANGUAGE USAGE	<ul style="list-style-type: none"> • GRAMMAR • ENUNCIATION • APPROPRIATENESS 	100	85	70	55	40
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • RAPPORT • INTERACTION • INVOLVEMENT 	100	85	70	55	40
NON-VERBAL LANGUAGE	<ul style="list-style-type: none"> • MOVEMENT • GESTURE • POSTURE 	100	85	70	55	40
MANNER	<ul style="list-style-type: none"> • ASSURANCE • ENTHUSIASM • DIRECTNESS 	100	85	70	55	40
LISTENING SKILLS	<ul style="list-style-type: none"> • APPROPRIATENESS of RESPONSES • ATTENTIVENESS 	100	85	70	55	40
ANSWERING SKILLS	<ul style="list-style-type: none"> • CLEAR • COMPLETE • APPROPRIATE 	100	85	70	55	40
RESPONSES	<ul style="list-style-type: none"> • THOUGHTFUL • INSIGHTFUL • WITH CONVICTION 	100	85	70	55	40
OVERALL EFFECTIVENESS	<ul style="list-style-type: none"> • PURPOSE ACHIEVED • INTEREST • RECEPTION 	100	85	70	55	40
APPEARANCE	<ul style="list-style-type: none"> • APPROPRIATE FOR AN INTERVIEW 	100	85	70	55	40

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

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USAD FORM NO. F-13705-USAD-L

Medals

Revised 8/1/2023

Region Meets

- A. Participation Certificate (if used): Packets with certificates for team members and coaches will be given to coaches for distribution. No special recognition of certificates will occur during the awards ceremony.
- B. Individual Event Medals (for 1st, 2nd, 3rd places, respectively in Varsity, Scholastic, and Honor divisions)
- | | |
|-----------|---------------------|
| Essay | Economics |
| Interview | Social Science |
| Speech | Science |
| Math | Language/Literature |
| Music | Art |
- C. Highest Varsity, Scholastic, and Honor student on each team (all receive gold medals) (May be done at seats or groups come to the stage without names being called.)
- D. Super Quiz Team (*based on all nine competitors*)
- 1st place (Team medals and plaque)
 - 2nd place (Team medals and plaque)
 - 3rd place (Team medals and plaque)
- E. Individual Overall (based on 10 events; Super Quiz score NOT included)
- 1st place gold medal
 - 2nd place silver medal
 - 3rd place bronze medal
- F. Team Overall (*based on Top 2 Varsity, top 2 Scholastic, and top 2 Honor scores from Individual Events – do NOT include Super Quiz.*)
- 1st place Team medals and plaque
 - 2nd place Team medals and plaque
 - 3rd place Team medals and plaque

Medals/Scholarships at State Meets

- A. Participation Medal: Purple ribbon with bronze medal for all students at state competition is placed around students' necks at their seats.
- B. Individual Event Medals (for 1st, 2nd, 3rd places, respectively in Varsity, Scholastic, and Honor divisions)
- | | |
|-----------|---------------------|
| Essay | Economics |
| Interview | Social Science |
| Speech | Science |
| Math | Language/Literature |
| Music | Art |
- C. Highest Varsity, Scholastic, and Honor student on each team (all receive gold medals) (May be done at seats or each of the three groups come to the stage without names being called.)
- D. Super Quiz Team (*based on all nine competitors*)
- 1st place (Team medals and plaque)
 - 2nd place (Team medals and plaque)
 - 3rd place (Team medals and plaque)
- E. Individual Overall (based on 10 events; Super Quiz score NOT included) (scholarships as well as medals awarded at STATE only)
- 1st place gold medal
 - 2nd place silver medal
 - 3rd place bronze medal
 - 4th place bronze medal with blue ribbon
 - 5th place bronze medal with red ribbon
- F. Team Overall (*based on top 2 Varsity, top 2 Scholastic, and top 2 Honor scores.*) Medals to top 3 places; scholarships awarded to top 3 teams at STATE only)
- 1st place Team medals and plaque
 - 2nd place Team medals and plaque
 - 3rd place Team medals and plaque

Actual medals awarded at a recent large school state meet

	Category	Gold	Silver	Bronze	4 th	5 th	State Partic.
**	Mathematics	10	19	21			
	Economics	4	4	8			
	Art	5	7	13			
	Music	4	8	7			
	Language/Literature	3	6	10			
	Individual SQ	4	4	3			
	Science	3	7	5			
	Essay	4	4	3			
	Interview	4	4	5			
	Speech	3	3	3			
***	Top V, S, H per team	120					
****	Individual Overall	3	3	3	3	3	
*****	Super Quiz Team	11	11	22*			
*****	Team Overall	11	11	11			
*****	Participation Medal (State)						440
	TOTAL	189	91	114	3	3	440

- * Eleven comes from 9 students plus 2 coaches. Note that a tie occurred and is very possible for this event.
- ** Depending on difficulty of test, it happens often that we have more ties in Math than in other academic areas.
- *** Multiply 3 (V, S, H) times the number of teams. Give gold medal.
- **** It is very rare for there to be a tie based on total scores.
- ***** Likely to have ties since scores (since there is no longer any written section)
- ***** Ties are not likely to occur.
- ***** For students and coaches at state only.

ORDER FORM FOR REGION Decathlon

MAIL TO: Monarch Trophy
ATTN: Charlie Drago
sales@mtsawards.com

DEADLINE: November 15

SEND MEDALS TO: _____ Coordinator

Region Number _____

Address: _____

Phone: _____

#	Part	Place	Medal and Ribbon Color
	TXA-DECA-R-01	1 st Place	Gold Medals w/red, white, blue ribbon
	TXA-DECA-R-02	2 nd Place	Silver Medals w/red, white, blue ribbon
	TXA-DECA-R-03	3 rd Place	Bronze Medals w/red, white, blue ribbon

#	Part	Plaque Size
	TXA-DECA-R-P01G	9" x 12" Plaque Gold
	TXA-DECA-R-P01S	9" x 12" Plaque Silver
	TXA-DECA-R-P01B	9" x 12" Plaque Bronze
	TXA-DECA-R-P02G	8" x 10" Plaque SQ Gold
	TXA-DECA-R-P02S	8" x 10" Plaque SQ Silver
	TXA-DECA-R-P02B	8" x 10" Plaque SQ Bronze

#	Part	Item
	TXA-DECA-PIN	Region Lapel Pins

REMINDER: Order plaques and medals for each competition level!!

ORDER FORM FOR STATE Decathlon

MAIL TO: Monarch Trophy
ATTN: Charlie Drago
sales@mtsawards.com

DEADLINE: December 15

SEND MEDALS TO: _____, Coordinator

Address: _____

Phone: _____

#	Part	Place	Medal and Ribbon Color
260	TXA-DECA-S-01	1 st Place	Gold Medals w/red, white, blue ribbon
150	TXA-DECA-S-02	2 nd Place	Silver Medals w/red, white, blue ribbon
175	TXA-DECA-S-03	3 rd Place	Bronze Medals w/red, white, blue ribbon
9	TXA-DECA-S-04	4 th Place	Bronze Medals w/blue ribbon
9	TXA-DECA-S-05	5 th Place	Bronze Medals w/red ribbon
440	TXA-DECA-S-P	Participation Medal	Gold Medals w/purple ribbon (for each student)

#	Part	Plaque Size
	TXA-DECA-S-P01G	10" x 13" Plaque Gold (Customized and shipped)
	TXA-DECA-S-P01S	10" x 13" Plaque Silver (Customized and shipped)
	TXA-DECA-S-P01B	10" x 13" Plaque Bronze (Customized and shipped)
2	TXA-DECA-S-P02G	9" x 12" Plaque SQ Gold
2	TXA-DECA-S-P02S	9" x 12" Plaque SQ Silver
2	TXA-DECA-S-P02B	9" x 12" Plaque SQ Bronze

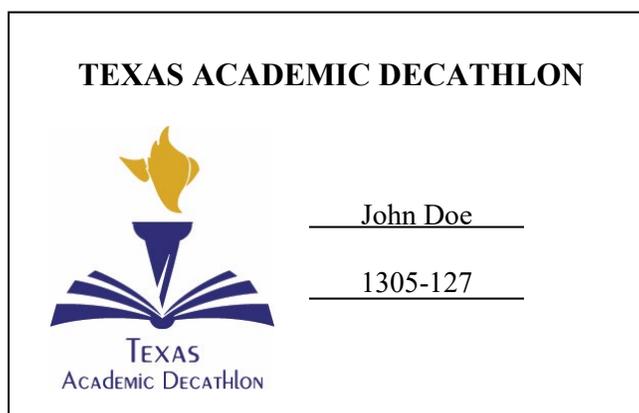
Name Identification Badges for Students

Revised 8/1/2023

1. Each student will have an ID badge to be worn to all decathlon functions. It will be prepared by the meet coordinator and given to the students upon arrival. The four-digit ID number will appear on test booklets, answer sheets, testing room desks, and other places as needed. If using the updated USAD scoring software, this number may be four or five digits.
2. We recommend the use of the badges that have a cord that goes around the neck instead of those that pin or stick on.
3. The first two (or three) digits of the ID are the school number that was drawn in advance of the meet. The last two digits represent the division of competition for that student. If, for example, Jefferson High's school number is 13, the nine team member's ID numbers will be:

Honor 1: 1301	Scholastic 4: 1304	Varsity 7: 1307
Honor 2: 1302	Scholastic 5: 1305	Varsity 8: 1308
Honor 3: 1303	Scholastic 6: 1306	Varsity 9: 1309

4. Also on the badge you may find another number that will be the student's testing room for all seven academic tests and the writing of the essay. The badge might look like this



5. Names and the four-digit ID can be programmed into a computer file so that name labels can be printed for numerous documents needed for the competition.
6. USAD scoring software will also produce name badges based on information contained within the software.

Proctors/Runners/Test Distribution

Revised 8/1/2023

Instructions for Proctors

1. Wear comfortable shoes and appropriate dress. Synchronize your watch with the official time of the meet.
2. At most meets, instructions will be given via the school public address system. You will have the exact script, music mp4 file and player in the event that the system does not work properly; in which case you will follow the script to the letter.
3. A seating chart will be given to you. Hopefully, each desk will have a 3x5 card taped to it indicating the student name and ID number. All tests, essay prompt sheets, and Scantron answer sheets will also have the above identification on them. A supply of pens for the essay and pencils for the Scantrons will be located in your room.
4. Students must remain in the room while testing is going on. Students who finish early must keep still and not bother those who are still working. Use your judgment about allowing students to go to the bathroom. If a student **must** go, allow him/her to go, but let your group know this is the exception rather than the rule. Once a student leaves the room during a test, he/she may not re-enter until the completion of that test. Under no circumstances may a student enter a testing room if the test instructions have been completed and test timing has started.
5. You are the authority figure in your test room. It is vital that students follow all instructions given aloud by you and that you fully understand the extent of your responsibilities. In order for the program to be successful, you must follow the instructions and the time schedule **exactly**.
6. It is necessary for you to keep an eye open for anything other than good test-taking behavior. If concerned about a student's conduct, discreetly alert the student by asking him/her to protect the test paper, relocate the student in the room, or give a general word of warning to the group. In the event a student is guilty of a severe infraction, take the test booklet and answer sheet from the student as quietly as possible. Have your runner inform the Competition Day Chairperson of the infraction. (If a student reports an infraction to you, please be sure you see the infraction is actually taking place and then take action if necessary.)
7. You have been given extra tests. If you discover a test with a page missing or some other error so that you have to substitute one of the extra tests, be sure to write the student's ID number on the substitute booklet. When you fill out the Test Scoring Cover Sheet, explain why the substitution was made.

8. Please ***do not*** leave the classroom once your students have arrived. At the break or lunch period, ***do not leave*** until the runner has picked up all tests. Return to your assigned test room 10-15 minutes prior to the end of the lunch period so the tests can be monitored when they are delivered. While students are testing, walk up and down the aisles to be sure students are using the answer sheet marked for that subject.
9. Before every test, the instructions will direct the student to read and sign the honesty/integrity statement.

Instructions for Proctors the Day of the Test

1. Arrive at your essay test room at least thirty minutes before the scheduled start of the test.
2. Check to see that desks are numbered according to the test room seating chart or that each desk has a 3x5 card taped to it with student name and ID number.
3. A runner will bring the “Essay Prompts” and “Blue Books” to your room.
4. Place a pen, Blue Book (or writing paper), and copy of “Essay Prompts-Instructions to Students” face down on each desk. Be sure the ID numbers on the Blue Book and test sheet match the number on the desk. As students begin to enter the room, instruct them to find the desk that matches their ID number and be seated. Tell them not to look at the essay materials until they are told to do so.
5. Students have fifty minutes to complete the essay and will be told when only five minutes remain. The essay must be written in the Blue Book. They may use the pen provided, their own pen, or their own pencil (even in the prompt says pen only).
6. Begin essay instructions on time. (The site coordinator should have verified any missing teams 10-15 minutes before testing time and should have attempted to reach the coach by cell phone.) The site coordinator may make a decision to allow a late team to have full time for the essay if the lateness reason is justified (example: van accident), but the testing will take place in a location separate from the regular testing rooms. The present testing rooms will not be interrupted by late arrivals. For unjustified reasons, the late teams will be given only the time remaining and it will be in a separate room.
7. The following directions/script is a model; it may be modified by the meet coordinator so long as each test session length remains as described. The directions will be read to students over the public address system but may be read in each room if facilities prevent the use of the public address system. Regardless, all proctors need to review them and be prepared to read them in the event there is a failure in the system. *Refer to the master Schedule developed by the Meet Coordinator to verify beginning and ending times for all test sessions.*

Electronic devices capable of two-way communications are not allowed in testing rooms. Watches are allowed only if they are silent. No alarms or beepers of any kind are allowed in a testing room. Unacceptable items will cause the student's paper to be picked up and the student receives a zero for that test. The only electronic devices allowed are calculators on math tests and silent timing devices on all tests.

If you have any timing device that could cause you to receive a zero, give it to a proctor with your name and school, and we will deliver it to your coach.

Now, all materials except your "Essay Prompts-Instructions to Students" sheet, Blue Book, and pen should be cleared from your desk. Do not turn over the "Essay Prompts" sheet until I instruct you to do so. Please listen carefully to the instructions as I will be giving them only once. How well you do in today's competition depends partly on how well you listen and follow instructions.

You will have fifty minutes to complete the essay. If you finish early, read your essay, and then close your Blue Book. Place your "Essay Prompts" sheet on top of it and sit quietly until time is called.

If it becomes necessary for you to leave the testing room for any reason, you must complete the test in progress before leaving. All test materials must be given to the proctor before leaving the room. The rule is no one leaves the room until break time. If you feel you MUST leave the room, raise your hand and the proctor will come to your desk to hear your request.

If you have a question about procedure, please raise your hand. You may mark on the "Essay Prompt-Instructions to Students" sheet.

You may now turn over your "Essay Prompt-Instruction to Students" sheet. Make sure the number on the Blue Book and the instruction sheet matches your ID number. All tests will be scored by ID number. I will now review the instructions for the essay with you.

You have been given three prompts and will select one as the topic for your essay. Write the number of your prompt on the top of your Blue Book. It is not necessary to include the quotation or language from the prompt in the body of your essay.

Explain the meaning of the prompt and support your position in several well-developed paragraphs with specific examples from your experiences and/or your reading. Provide a final paragraph that offers a logical conclusion to your essay. Be sure to include adequate transitions between your ideas and to follow the accepted rules of Standard English sentence structure, usage, spelling and punctuation. Maintain legible handwriting. Allow yourself time for proofreading and correcting your essay. Avoid messy cross outs.

You will be graded on your ability to:

- 1. Organize ideas in logical patterns appropriate to the purpose of the assignment.**
- 2. Present these ideas using effective vocabulary and written structures appropriate to formal standards of written communication in English.**
- 3. Use mechanical skills of Standard English (punctuation, grammar and spelling) that facilitate communication and are acceptable in formal writing.**
- 4. Essays which are deemed to be “Off-Prompt” will not receive a separate “mechanics” score.**

You will have 50 minutes for this contest. You will get a five-minute warning after 45 minutes have elapsed. Allow yourself time for proofreading and correcting your essay. Do you have any questions about the instructions for the essay? You may begin.

8. Write down the beginning time. Allow exactly 50 minutes for the test. Announcement will warn the students when they have five minutes left to finish the test.
9. Your packet includes extra Blue Books in the event students need extra space for their essays. If a student requests a second Blue Book, write his/her ID number on the second book. Label this book “2 of 2.” Label the first book “1 of 2.” Should you need additional Blue Books, seek the assistance of a hallway monitor.
10. Announcement will stop the test after 50 minutes have elapsed. Do not allow students to continue writing after time is called.
11. Instruct students to place Blue Books and “Essay Prompt” sheets in the upper right hand corner of the desk.
12. Collect the Blue Books in numerical order (lowest to highest) and verify you have received one for each student. Also collect the “Essay Prompt” sheets and the pens provided.
13. Fill in a Test Scoring Cover Sheet for the essay test and sign it. Put the cover sheet, Blue Books, and “Essay Prompt” sheets in the essay envelope.
14. A runner will pick up essay materials soon after essays are finished.

Literature

1. Begin the Literature test promptly. Say to the students:

Now look at the Literature materials on your desks. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked “Literature.” Turn your test booklet over and write your name and ID number verifying you have read and agree to the paragraph on honesty and integrity.

You will have 30 minutes to do this test. You may begin.

2. Write down the beginning time. Allow exactly 30 minutes for the test.
3. **Tell students when they have 5 minutes left.**
4. **At the end of the 30 minutes, tell students to stop and put their pencils down.** Do not allow anyone to continue working after time is called.
5. **Ask students to place their Literature booklet on the corner of their desk with the Literature Scantron sheet on top of it.**
6. Inform students they are to proceed to their team room or the assigned speech or interview holding room – as directed by their coach.

Mathematics (Saturday morning)

1. Proctors arrive at test rooms by 8:05 to familiarize themselves with the arrangement of the room and verify that the seating arrangement is accurate. Runners will deliver tests at 8:10 a.m.
2. Check the desks to make sure they are numbered according to the test room seating chart. Place the Music Test and the Music answer sheet ***under*** each student's desk. On ***top*** of the desk, place the Mathematics test and the Mathematics answer sheet (you may also wait until all students have been seated to distribute test materials). Students may use the front and back sides of the test for calculation purposes.
3. As students enter the room, instruct them to find the desks that matches their ID numbers and be seated. Tell them not to look at the Mathematics test until they are told to do so. Begin the test instructions at 8:30 a.m. and start the test at 8:45 a.m.

Before beginning the Mathematics test, read the following instructions to your students:
(Bold text is script to be read to student by test proctors)

Electronic devices capable of two-way communications are not allowed in testing rooms. Watches are allowed only if they are silent. No alarms or beepers of any kind are allowed in a testing room. Unacceptable items will cause the student's paper to be picked up and the student receives a zero for that test. The only electronic devices allowed are calculators on math tests and silent timing devices on all tests.

If you have any timing device that could cause you to receive a zero, give it now to a proctor with your name and school and we will deliver it to your coach.

The next six tests you will take are multiple choice tests. You will record your answers on the Scantron answer sheets provided. Before beginning each test, make sure you have the answer sheet with your ID number on it and that it has the right test name on it (for example, Mathematics for the Mathematics test).

Please do not fold, bend or mutilate the Scantron sheet in any way or make any stray marks on it. It is your responsibility to ensure your marks are neat and dark and fill the space completely. If you make a mistake, make certain your erasures are clean and complete. Check periodically to make certain you are working on the right number of your Scantron sheet.

Do you have any questions about the Scantron sheets or procedures for these tests?

Now, look at the Mathematics materials on your desk. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked “Mathematics.”

Turn your test booklet over and write your name, verifying you have read and agree to the paragraph on honesty and integrity. (Pause 20 seconds before continuing to read.)

You may use the front and back sides of the test for calculation purposes. You will have 30 minutes to do this test. We will announce when 5 minutes remain. You may begin.

4. Write down the beginning time. Allow exactly 30 minutes for the tests. Tell students when they have 5 minutes left.
5. At the end of 30 minutes, tell students to stop and put their pencils down. Do not allow anyone to continue working after time is called. Ask students to place their Mathematics booklet on the corner of their desk with the Mathematics answer sheet on top of it.

Music

1. Begin the music test promptly. Say to the students:
As you are taking the Music test, the proctor will come by your desk and pick up the Mathematics tests and Mathematics Scantrons in sequential order AFTER the “musical” selections have finished.

Now, get your Music materials out from under your desk. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked “Music.” Turn your test over and write your name and ID number verifying you have read and agree to the paragraph on honesty and integrity.

For the “Listening Item” questions you will hear a musical excerpt. Listen to the excerpt and then answer the questions. The remainder of the questions are about non-listening items.

You will have 30 minutes to do this test. Time will begin following the instructions on the audio file.

2. Write down the beginning time. Allow exactly 30 minutes for the test.
3. After the music stops, walk around the desks and pick up the Mathematics tests and Mathematics Scantron sheets in sequential order. Verify all tests and answer sheets have been picked up.
4. Fill in a Test Scoring Cover Sheet for the Mathematics test, sign the sheet, fold it in half and place the Scantron sheets in the fold. Do not paper clip or rubber band the packet.
5. Put answer sheets in the Mathematics envelope. Scantrons and test booklets will be collected by the runners.
6. **Tell students when they have 5 minutes left.**
7. **At the end of the 30 minutes, tell the students to stop and put their pencils down.** Do not allow anyone to continue working after time is called.
8. **Ask students to place their Music booklet on the corner of their desk with the Music Scantron sheet on top of it.**
9. Collect the booklets and Scantron sheets in sequential order. Verify you have received all booklets and Scantron sheets.
10. Fill in a Test Scoring Cover Sheet for the Music test, sign the sheet, fold it in half, and place the Scantron sheets in the fold. Do not paper clip or rubber band the packet.
11. Place the tests and Scantron sheets in the Music envelope to be collected by the runners to the appropriate rooms.
12. Dismiss students for a 15-minute break. Tell them the exact time they must return.

Break/Economics

1. While the students are on break, place the Science test and the Science Scantron sheet ***under*** each student's desk. On ***top*** of the desk, place the Economics test and the Economics Scantron sheet.
2. When students return from break, tell them not to look at any of the test materials until they are told to do so. Remind them to check their desk number to ensure they are sitting in the desk with their ID number.
3. Begin the Economics test instructions promptly at 10:20 a.m. Say to the students:

Electronic devices capable of two-way communications are not allowed in testing rooms. Watches are allowed only if they are silent. No alarms or beepers of any kind are allowed in a testing room. Unacceptable items will cause the student's

paper to be picked up and the student receives a zero for that test. The only electronic devices allowed are silent timing devices on all tests.

If you have any timing device that could cause you to receive a zero, give it now to a proctor with your name and school, and we will deliver it to your coach.

Now, look at the Economics materials on your desks. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked “Economics.” Turn your test booklet over and write your name and ID number verifying you have read and agree to the paragraph on honesty and integrity.

You will have 30 minutes to do this test. You may begin.

4. Write down the beginning time. Allow exactly 30 minutes for the tests.
5. **Tell the students when they have 5 minutes left.**
6. **At the end of the 30 minutes tell students to stop and put their pencils down. Do not allow anyone to continue working after time is called.**
7. **Ask students to place their Economics booklet on the corner of their desk with the Economics Scantron sheet on top of it.**

Science

1. Begin the Science test promptly. Say to the students:

Get your Science materials from under your desk. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked, Science. Turn your test booklet over and write your name and ID number verifying you have read and agree to the paragraph on honesty and integrity.

You will have 30 minutes to do this test. You may begin.

2. Write down the beginning time. Allow exactly 30 minutes for the test.
3. After the test has begun, walk around the desks and pick up the Economics tests and Economics Scantron sheets in sequential order. Verify all tests and Scantron sheets have been picked up.
4. **Tell the students when they have 5 minutes left.**
5. Fill in a Test Scoring Cover Sheet for the Economics test, sign the sheet, fold it in half, and place the Scantron sheets in the fold. Do not paper clip or rubber band the packet.

6. Put the Economics test Scantron sheets in the Economics envelope. Runners will collect the Economics tests and Scantron sheets.
7. **At the end of the 30 minutes, tell students to stop and put their pencils down.** Do not allow anyone to continue working after time is called.
8. **Ask students to place their Science booklet on the corner of their desk with the Science Scantron sheet on top of it.**
9. Collect the booklets and Scantron sheets **in sequential order. Verify all tests and Scantron sheets have been picked up.**
10. Fill in a Test Scoring Cover Sheet for the Science test, sign the sheet, fold it in half and place the Scantron sheets in the fold. Do not paper clip or rubber band the packet.
11. A runner will arrive to collect the Science materials.
12. **Tell the students that the Art test instructions will begin promptly at 12:30 p.m. Dismiss students for lunch.**

Lunch Break

1. Please return to your room at least 10 minutes early. Runners will arrive to deliver the Art and Social Science materials at approximately 12:50 p.m.
2. Before students return from lunch, first place the Social Science test and Social Science Scantron sheet ***under*** each student's desk. Next, place the Art test and the Art Scantron sheet ***on top*** of each student's desk.
3. When the students return from lunch, tell them not to look at any of the test materials until they are told to do so. Remind students to check their desk number to ensure they are sitting in the desk with their ID number.

Art

1. Begin the Art instructions at 12:30 pm.

Electronic devices capable of two-way communications are not allowed in testing rooms. Watches are allowed only if they are silent. No alarms or beepers of any kind are allowed in a testing room. Unacceptable items will cause the student's paper to be picked up and the student receives a zero for that test. The only electronic devices allowed are silent timing devices on all tests.

If you have any timing device that could cause you to receive a zero, give it now to a proctor with your name and school, and we will deliver it to your coach.

Now, look at the Art materials on your desks. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked “Art.” Turn your test booklet over and write your name and ID number, verifying you have read and agree to the paragraph on honesty and integrity.

You will have 30 minutes to do this test. You may begin.

2. Write down the beginning time. Allow exactly 30 minutes for the test.
3. **Tell students when they have 5 minutes left.**
4. **At the end of 30 minutes, tell the students to stop and put their pencils down. Do not allow anyone to continue working after time is called.**
5. **Ask students to place their Art booklet of the corner of their desk with the Art Scantron sheet on top of it.**

Social Science

1. Begin the Social Science test promptly at 1:05. Say to the students:

Get your Social Science materials from under your desk. Check to make sure your ID number is on the booklet and the Scantron sheet. Check to make sure the Scantron sheet is marked “Social Science.” Turn your test booklet over and write your name and ID number verifying you have read and agree to the paragraph on honesty and integrity.

You will have 30 minutes to do this test. You may begin.

2. Write down the beginning time. Allow exactly 30 minutes for the test.
3. After the test has begun, walk around the desks and pick up the Art test and Art Scantron sheets in sequential order. Verify all tests and Scantron sheets have been picked up.
4. Fill in a Test Scoring Cover Sheet for the Art test, sign the sheet, fold it in half, and place the Scantron sheets in the fold. Do not paper clip or rubber band the packet.
5. Put the Art test Scantron sheets in the Art envelope. Runners will collect the Art tests and Scantron sheets.
6. **Tell the students when they have 5 minutes left.**
7. **At the end of the 30 minutes, tell students to stop and put their pencils down. Do not allow anyone to continue working after time is called.**

8. **Ask students to place their Social Science booklet on the corner of their desk with the Social Science Scantron sheet on top of it.**
9. Collect pencils from all students.
10. Pick up all Scantron sheets and put them in sequential order. Verify all tests and answer sheets have been picked up.
11. Fill in a Test Scoring Cover Sheet for the Social Science test, sign the sheet, fold it in half, and place the Scantron sheets in the fold. Do not paper clip or rubber band the packet.
12. Place all tests and answer sheets in the Social Science envelope to be delivered by the runners.
13. Dismiss students to the team rooms to prepare for Super Quiz Relay.
14. Remove numbers from desks. Take remaining materials to the Test Distribution Center.
15. Straighten the room to the condition in which you entered.
16. Thank you for your help

Saturday Schedule for Runners

Name of Runner _____ Testing Room _____

A runner will be assigned to each testing room and will be responsible for delivering test booklets and Scantrons from the Test Distribution Center (**TDC**) to the room as well as returning test booklets to the Test Distribution Center and the Scantrons to the Test Scoring Center (**TSC**). While not in the process of delivering, the runner will serve as another monitor in the room. The time schedule for pick-up and delivery of test materials is as follows:

8:10	Deliver Mathematics and Music materials
9:20	Return Math materials to two locations (TDC & TSC, respectively)
9:50	Deliver Economics and Science materials (collect Music materials)
9:55	Return Music materials (TDC & TSC, respectively)
11:00	Return Economics materials (TDC & TSC, respectively)
11:35	Return Science materials (TDC & TSC, respectively)
12:20	Deliver Art and Social Science materials
1:10	Return Art materials (TDC & TSC, respectively)
1:45	Return Social Science materials (TDC & TSC, respectively)

Scantrons from each room should be returned in numerical order from lowest to highest; i.e., 1101,1201,1301, etc.).

Distribution Committee

1. In advance of testing days, receive tests from printer and put labels (student name, ID, test topic) on each test and Scantron. Examine each test to be sure all pages are there.
2. Sort tests and Scantrons by testing rooms and according to the four testing sessions: (1) Language/Literature, (2) Math and Music, (3) Economics and Science, and (4) Art and Social Science.
3. Provide tests and Scantrons for runners at designated times. Receive tests after taken and place in numerical order in the event that it becomes necessary to secure a specific test to examine later.
4. At the end of the day Saturday, box all tests in identified order and give to meet coordinator to keep until all final results are accepted and we know there will be no appeals.

Test Scoring Cover Sheet

Name of Test _____

Room Number _____

Date _____

Time _____

Verification of Student ID Numbers on Answer Sheets by Proctor _____
Initials

Is there a test and an answer sheet for every student tested? _____
(If necessary, explain below.)

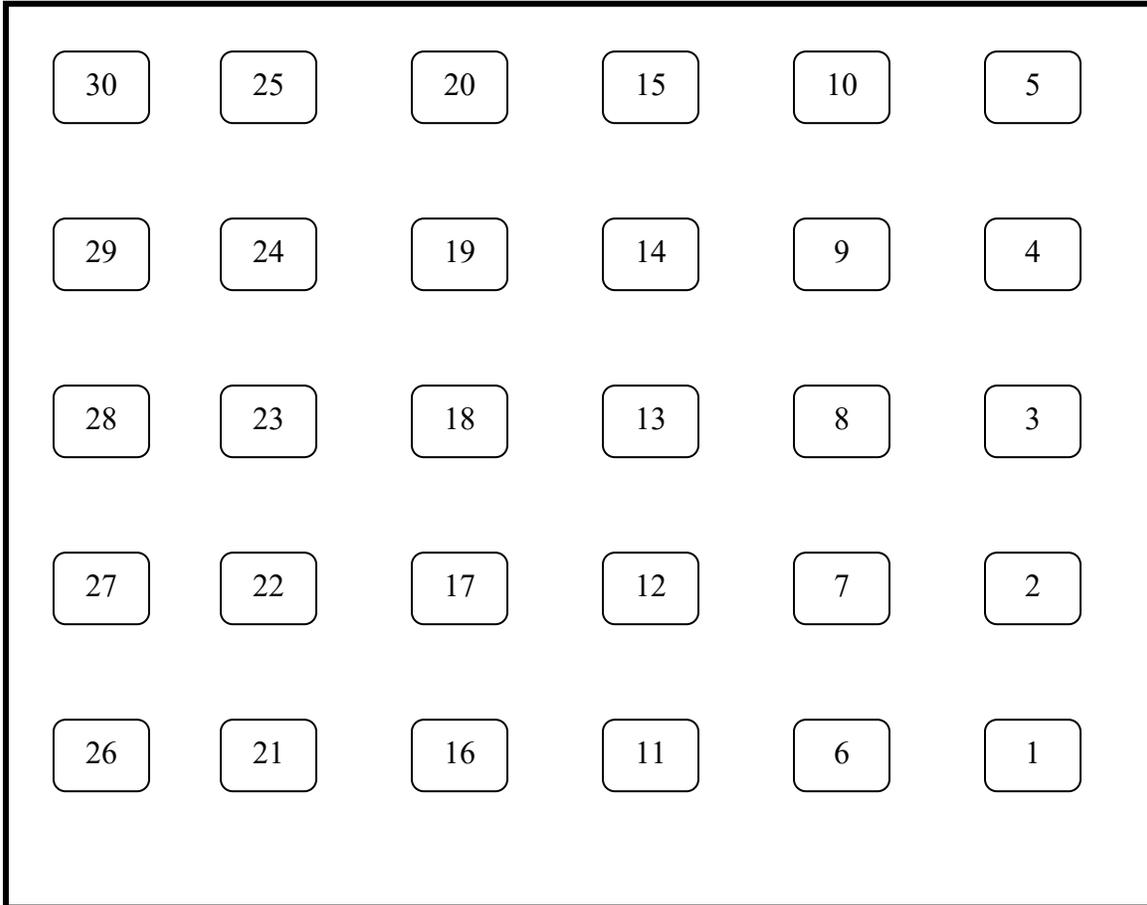
Comments/Notes

Proctor's Name _____

Proctor's Name Printed _____

Test Room Seating Chart

This is an example of a test room seating plan for 30 teams



Front of Room

**A Test Room must be limited to 30 students.
(Unless you are Arena Testing and testing all students in one room)**

**If space permits, leave an empty row or minimum
of three to four feet between student desks.**

Team Test Room Assignment Chart

SCHOOL _____ COACHES _____

DISTRICT _____

<u>Student Name</u>	<u>Test Room</u>	<u>Speech Room</u>	<u>Interview Room</u>
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Varsity:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Scholastic:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Honor:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Recruiting Team and Study Strategies

Revised 8/1/2023

Recruiting Strategies

Each high school needs to devise its own strategies for team selection and study format. Various schools utilized the following procedures across the state in prior competition years.

TEAM SELECTION PROCESS - High School "A"

Teacher recommendations, TAAS and SAT scores, and grade-point averages are reviewed by the academic coaches. After narrowing the field of potential participants to 25, informal discussions and interviews with students were held.

A night orientation meeting for parents and students was held. All students and parents were in attendance. The agenda included a showing of the videotape, an overview of the national, state and Academic Decathlon program, and discussion of commitment necessary for participation.

During the following week, three of the students decided they would not be able to devote the appropriate amount of time to preparing for the Decathlon. (Reasons given: employment and soccer.) Students identified earlier as potential participants replaced these students.

TEAM SELECTION PROCESS - High School "B"

Public address system announcement was made regarding the Academic Decathlon. Two orientation meetings were held with approximately 40 interested students. Each student was requested to complete a self-report sheet which required such information as: 1) estimated grade point average; 2) strengths and weaknesses in subject areas; 3) task commitment; 4) teacher names for reference purposes. The academic coaches and the principal utilized the student self-report information, TAAS and SAT scores, grade point averages, types of courses taken, and teacher/counselor recommendation to make the team selection.

Letters of appreciation were sent to all students who had indicated an interest in participating. The juniors were encouraged to consider applying for next year's team. A night meeting for parent/student orientation was held. A great deal of enthusiasm for the program was expressed.

TEAM SELECTION PROCESS - High School "C"

Public address system announcements were made regarding the Academic Decathlon. Orientation meetings were held. There was substantial self-elimination due to students' commitments in other areas. Grade point averages were reviewed. Student interest was the major criteria. Twenty-one students began the study process.

TEAM SELECTION PROCESS - High School "D"

Coaches sent out notices to all high school teachers, asking for names of students who would be suitable meeting the criteria of commitment and the ability to follow through. Teachers return the list. Counselors were also asked for recommendations. A master list was compiled and if several teachers recommended a student's name, he/she was a good candidate.

Notices were sent to the students indicating they had been recommended for the Academic Decathlon. A meeting with 100 students during lunch asked the major question, are you interested? Interviews were set up and a core of dedicated, interested and capable students drilled for the event.

Study Strategies

Study strategies will evolve from within the make-up of the students, coaches, resources and facilities available. The following procedures were utilized by several high schools in recent competition.

STUDY STRATEGIES - High School "A"

A study center is set up in the library. Resources are available for independent research. Students and coaches meet four afternoons a week. Each weekend students do research, devise test questions, and make outlines on assigned topics. Each student, in the afternoon session, presents information to other students. The coaches compile the student-operated test items. These practice tests are administered to the students. High school teachers meet with the students during the afternoon sessions to provide lectures and materials on the specified subject area topics. A sophomore Honor student has taken it upon himself to research and provide materials on the Super Quiz topic.

STUDY STRATEGIES - High School "B"

Students have access to a study center in the library. Resources are available for independent research. Students and coaches meet four mornings a week from 7:30 to 8:30 a.m. There is concentration on one subject area per week. One section of each subject area outline is assigned to each student. The students do independent research, devise ten test questions, and prepare a lecture on the material. Each student presents the information to the other students. The coaches compile the 90 questions into a test. The test is answered over the weekend and then graded by the coaches. This feedback gives the students information as to additional study needs.

High school teachers of specific subject areas meet with the students during the morning sessions to provide lectures and materials. The students are preparing their speeches independently. Speeches will be heard and critiqued. Practice interview sessions will be held. Study sessions are planned for Saturday mornings and during breaks.

STUDY STRATEGIES - High School "C"

Team members meet in a class during the day and receive credit (often the class can be named Decathlon, credited as an independent study course, or humanities course), perhaps even locally weighted credit). Other meetings outside this class are scheduled as needed.

STUDY STRATEGIES - High School "D"

There are four high schools in this district. Each school studies in one of the ways mentioned above. Once every three or four weeks students from all four schools meet in the evening and have a mini-competition meet, perhaps on four designated areas from the ten events. Ribbons are awarded. Coaches prepare the test questions. Meets rotate from school to school.

SCHEDULE (Suggested)

Revised 8/1/2023

Suggested Times		Region and State Meets*
TIME	ACTIVITY	LOCATION
Friday **		
On arrival (12 noon)	Coaches- Register Teams	School
1:00 – 1:30	General Assembly	Auditorium
2:00 – 3:00	Essay	Assigned Rooms
3:05 – 3:35	Test #1 – Art	Assigned Rooms
2:00 – 3:00	Coaches’ meeting	Library
4:00 – 8:00	Speeches/Interviews	Assigned Rooms
Saturday		
7:45 am - 8:15 am	Proctor/Runner/Aide meeting	
8:45 am – 9:45 am	Coaches’ meeting	Auditorium
1:30 pm – 2:30 pm	Super Quiz Proctor meeting	
5:00 pm – 5:20 pm	Coaches’ meeting	
Test Schedule		
8:30 am - 8:45 am	Test Instructions	
8:45 am - 9:15 am	Test #2 – Economics	
9:15 am - 9:20 am	Test Instructions	
9:20 am - 9:50 am	Test #3 – Literature	
9:50 am - 10:20 am	Break	
10:20 am – 10:25 am	Test Instructions	
10:25 am – 10:55 am	Test #4 – Mathematics	
10:55 am - 11:00 am	Test Instructions	
11:00 am - 11:30 noon	Test #5 – Music	
11:30 am - 12:30 pm	Lunch	Cafeteria
12:30 pm - 12:35 pm	Test Instructions	
12:35 pm - 1:05 pm	Test #6 – Science	
1:05 pm - 1:10 pm	Test Instructions	
1:10 pm - 1:40 pm	Test #7 – Social Science	
1:45 pm – 2:15 pm	Break	
2:15 pm -	Line Up Super Quiz	
2:30 pm – 4:00 pm	Super Quiz Relay	Gymnasium
5:00 pm – 5:20 pm	Coaches Meeting (review final scores; submit <i>Acceptance of Preliminary Scores</i>)	
5:30 pm -	Submit team scores to the State Office	
6:00 pm	Awards presentation at region meet (Awards at state meets are presented on Sunday morning)	

* If the host school elects not to have any school on Friday (competition day), the essay writing may be moved to the morning and speech/interview moved earlier in the afternoon.

** Essay, speeches and interviews may come later if host school is not able to dismiss at an early time. (A 4 p.m. essay time is good as this time is close to the dismissal time for many schools and is often the time that students regain eligibility under no pass-no play rules.) Free meals may be provided for judges. Meals for teams may be available Friday.

Region Speech/Interview Schedule Friday's Sample Rotation Chart

All members of the team report to assigned rooms at the time indicated.

Speech/Interview Rotation for Region Meet

*(for 20 teams; the region coordinator will revise using this pattern to
fit the number of teams at the respective region meets)*

The region coordinator will establish team time slots. There will be a drawing of time slots at a time designated by the region coordinator. **UPDATE: All speech students will report at the first time slot in their group and MUST stay for the duration of the five (5) speeches.**

Contest for	Speech	Interview
4:00	School 1	School 11
4:10	School 2	School 12
4:20	School 3	School 13
4:30	School 4	School 14
4:40	School 5	School 15
4:50	BREAK - Team Room Hallways	
5:00	School 6	School 16
5:10	School 7	School 17
5:20	School 8	School 18
5:30	School 9	School 19
5:40	School 10	School 20
5:50	BREAK - Team Room Hallways	
6:20	School 11	School 1
6:30	School 12	School 2
6:40	School 13	School 3
6:50	School 14	School 4
7:00	School 15	School 5
7:10	BREAK - Team Room Hallways	
7:20	School 16	School 6
7:30	School 17	School 7
7:40	School 18	School 8
7:50	School 19	School 9
8:00	School 20	School 10

State Meet Speech/Interview Schedule
Friday Rotation Chart – Thomas E. Moseley Championship/Frisco Championship

All speech students will report at the first time slot in their group and **MUST** stay for the duration of the five (5) speeches.

NOTE: Starting time and lengths of breaks may be altered.

Group A				Group B			
<i>Region Rank</i>	State Team #	Speech Time	Interview Time	<i>Region Rank</i>	State Team #	Speech Time	Interview Time
<i>S10/65</i>	11	3:30	4:30	<i>30/70</i>	31	3:30	4:30
<i>S9/64</i>	12	3:40	4:40	<i>29/69</i>	32	3:40	4:40
<i>S8/63</i>	13	3:50	4:50	<i>28/68</i>	33	3:50	4:50
<i>S7/62</i>	14	4:00	5:00	<i>27/67</i>	34	4:00	5:00
<i>S6/61</i>	15	4:10	5:10	<i>26/66</i>	35	4:10	5:10
	Break	4:20			Break	4:20	
<i>25/60</i>	16	4:30	3:30	<i>S5/55</i>	36	4:30	3:30
<i>24/59</i>	17	4:40	3:40	<i>S4/54</i>	37	4:40	3:40
<i>23/58</i>	18	4:50	3:50	<i>20/53</i>	38	4:50	3:50
<i>22/57</i>	19	5:00	4:00	<i>19/52</i>	39	5:00	4:00
<i>21/56</i>	20	5:10	4:10	<i>18/51</i>	40	5:10	4:10
	Break	5:20			Break	5:20	
<i>1/31</i>	21	5:30	6:30	<i>8/36</i>	41	5:30	6:30
<i>2/32</i>	22	5:40	6:40	<i>9/37</i>	42	5:40	6:40
<i>3/33</i>	23	5:50	6:50	<i>10/38</i>	43	5:50	6:50
<i>4/34</i>	24	6:00	7:00	<i>11/39</i>	44	6:00	7:00
<i>5/35</i>	25	6:10	7:10	<i>12/40</i>	45	6:10	7:10
	Break	6:20			Break	6:20	
<i>6/41</i>	26	6:30	5:30	<i>13/46</i>	46	6:30	5:30
<i>7/42</i>	27	6:40	5:40	<i>14/47</i>	47	6:40	5:40
<i>S1/43</i>	28	6:50	5:50	<i>15/48</i>	48	6:50	5:50
<i>S2/44</i>	29	7:00	6:00	<i>16/49</i>	49	7:00	6:00
<i>S3/45</i>	30	7:10	6:10	<i>17/50</i>	50	7:10	6:10

Scholarship Money

Revised 8/1/2023

Scholarship money is awarded only at state competition and is given at the small, medium, and large school competitions. The amounts for winning teams and individual winners are noted below.

Winning Teams – Thomas E. Moseley State Finals – Large/Medium/Small

First Place	9 members	X	\$1250/each	= \$11,250.00	L M S
Second Place	9 members	X	\$900/each	= \$8,100.00	L M S
Third Place	9 members	X	\$600/each	= \$5,400.00	L M S

Winning Teams – Frisco Championship – Large/Medium/Small

First Place	9 members	X	\$625/each	= \$5,625.00	L M S
Second Place	9 members	X	\$450/each	= \$4,050.00	L M S

Individual Winners – Both Meets

First Place	Honor	\$2,000.00	L M S
	Scholastic	\$2,000.00	L M S
	Varsity	\$2,000.00	L M S
Second Place	Honor	\$1,500.00	L M S
	Scholastic	\$1,500.00	L M S
	Varsity	\$1,500.00	L M S
Third Place	Honor	\$1,000.00	L M S
	Scholastic	\$1,000.00	L M S
	Varsity	\$1,000.00	L M S
Fourth Place	Honor	\$750.00	L M S
	Scholastic	\$750.00	L M S
	Varsity	\$750.00	L M S
Fifth Place	Honor	\$500.00	L M S
	Scholastic	\$500.00	L M S
	Varsity	\$500.00	L M S

Total for all Scholarships (LS, MS, SS) Awarded
(\$71,625 allotted for scholarships per division)

\$214,875.00

Scoring

Revised 8/1/2023

1. The meet coordinator will appoint a scoring chairperson as early as possible. The coordinator and scoring chairperson hopefully will attend a meeting in September to review all aspects of the state scoring program. Regions who have their own scoring program may continue to use it provided accurate results are guaranteed.
2. The chairperson will select a scoring committee. The committee might consist of:
 - 1 chairperson
 - 2 persons entering scores (1 calls, 1 enters)
 - 2 additional persons to do the same as the 1st pair, as a double check
 - 1 person to compare the two scores above and to look for “zero” scores and confirm that there are not missing scores, but scores of students not present or who did not take a test.
 - 2 persons to place award winners in envelopes for awards programs
3. Use scoring program at a practice meet or with fictitious data to be able to produce all needed documents at the final meet.
4. On Friday evening before the scoring committee leaves, it must have done the following:
 - Entered and verified all essay, speech, and interview scores
 - Produced awards sheet in the three events showing 1st, 2nd, and 3rd place winners
 - Produced a team report which will show team members’ scores in all three events plus a team total score to be given to each coach (only his scores) Saturday morning as soon as the first test begins or at a coaches’ meeting about the same time.
 - Have ready to return to coaches Saturday morning all speech and interview judges’ scoring forms as well as the essay and scores of each essay judge.
5. The committee should be in place Saturday at the time that the first test is completed ready to enter these scores. Throughout the day, scores of each event plus the cumulative team total should be given to coaches. At some meets, these are given after each test. At other meets, these are handed to coaches after every two events.
6. On Saturday when Scantrons are delivered to the scoring room, they will be in numerical order and will be enclosed in the Test Scoring Cover Sheet. One person in the scoring room will examine those for missing scores or any testing violations and will call these immediately to the attention of the scoring chairperson.
7. The speed and efficiency of the scoring committee will determine how many of the test results can be available to the coaches prior to the Super Quiz Relay.
8. After the conclusion of the relay, all coaches will be given their scores for all events plus final team scores to view (time to be announced by competition manager). They will have 60 minutes to accept or reject these scores and file an appeal (See *Appeals* section).

9. The scoring committee will provide a copy of all school's total reports to be given to all coaches at the conclusion of the awards program.
10. It is allowable to have one observer at a time in the scoring room to view its operation. This may be a coach or it may be a technology person from a school district that may be hosting a meet the following year.
11. Once all awards' lists have been generated, these can be inserted into the emcee's script for the awards program.
12. The scoring committee (or a different committee) will be responsible for inserting the awards' lists into the envelopes (to be sealed) to be given to the coaches just prior to the awards program.
- 13. Once all team scores have been accepted by the coaches, a list of all teams and their final scores must be emailed to the state office.**

Scoring Reports Common to All Meets (Region and State)

- A. Assuming all region and state meets use the USAD software, all coaches should expect to receive the same scoring information. If the USAD software is not used, it is possible that some of these reports may not be available or may not be in the same reporting form.

- B. In addition to these reports indicating to coaches what scoring results they may expect, they will also serve for region and state coordinators as a condensed version of what to do to generate the results. Elsewhere, scoring personnel have a detailed set of instructions in this area.

- C. Reports, Order of Completion, and Examples:

- 1. Top Scores for Essay – Example #1 (same for all events)

- Under Individual Rankings:

- Select top Scores By Event By Division

- This report may be inserted directly into the awards script, as it separates 1st places, 2nd places, and 3rd places.

- Note that this report groups together all academic groups within all honors, all scholastics, and all varsities awarding bronze, silver, and gold.

- 2. Top Scores for Interview
(Same procedure as for Essay)

- 3. Top Scores for Speech
(Same procedure as for Essay and Interview)

- 4. Team Competition Status Update - Example #2

- Under Team Comprehensive:

- Select: Team Competition Status Update

- This report, titled “Comprehensive Final Team Report,” along with essays and calculations, speech judges’ scoring forms (if used), and interview judges’ scoring forms (if used), will be given to each coach for his school only at the Saturday morning coaches’ meeting, or no later than the end of

the second test on Saturday morning in the event there is no coaches' meeting.

Some meets are able to generate this after each event while others choose to distribute this report after every two events.

5. Top Scores for Mathematics
(Same procedure as for Essay)
6. Top Scores for Music
7. Top Scores for Economics
8. Top Scores for Science
9. Top Scores for Literature
10. Top Scores for Art
11. Top Scores for Social Science

The remaining reports are prepared after all events are finished.

12. Top Scores for Decathlon – Example #3

Under Individual Ranking:

Check: Top Scores for Decathlon By Division

BEFORE PRINTING, Change “Places to Show” to 5 at the bottom of the Reports screen.

Change awards medals to five places instead of three, as this is the only individual award where the top five places receive awards.

13. Team Competition Status Report (Refer back to the directions for #4)

This report that has been given to coaches throughout the meet is now complete and coaches will, upon viewing these scores, be ready to accept them, or to file an appeal. The team total and rank at the top will be visible at this time.

It is recommended that this report be used as the final report instead of the “Comprehensive Final Team Report” as the latter in listing team individual awards has some information listed that is not clear.

14. Coach Envelopes for Awards – Example #4 (same for all events)

Under Team Comprehensive:

Select Team Report with Individual Rankings by Division

This may be placed in the sealed envelopes given to coaches just prior to the start of the awards program and used by the coaches to send students to the awards or holding area. It is **NOT** given to anyone until the awards program is final.

15. Ranking of Team Super Quiz Scores – Example #5 (*this report is NOT available using the USAD software...it must be prepared manually using an Excel spreadsheet or something similar.*)

16. Ranking of Team Overall Scores – Example #6)

Under Team Reports:

Select: Overall Team Scores by Division

This report will be in the coaches' packets distributed after the awards program.

17. Accessible to Coaches by the Excel Spreadsheet via email will be:

- Individual scores of each team
- Ranking of all students by division or collectively

These will not be distributed to coaches at the meets.

Top Score for Event Essay By Division Medium

ID	First Name Last Name	Team Name County/Region/State	Score Rank	HSV
2601	Hannah Lee	Wakeland Texas	1,000.0 1	Honor
4401	Sarah Varghese	Reedy Texas	996.0 2	Honor
4102	Gabrielle Blowers	The Colony Texas	992.0 3	Honor
2506	Aidan Hernandez	Friendswood Texas	948.0 1	Scholastic
4106	Sophia Rojo	The Colony Texas	944.0 2	Scholastic
4504	Shanell Bagdasaryants	Centennial Texas	940.0 3	Scholastic
2108	Georgia Borland	Lubbock Texas	956.0 1	Varsity
4707	Katie Echols	Heritage Texas	952.0 2	Varsity
2208	Jack Slates	Highland Park Texas	947.0 3	Varsity

Comprehensive Final Team Report

School Name
 22 - Highland Park

Team Total
 50,240.7

Student Name	Rank	Art	Music	Math	Economics	Literature	Science	Social Science	Essay	Speech	Interview
2201 - Jean Ye	9,276.9	940.0	860.0	942.9	900.0	960.0	900.0	1,000.0	939.0	930.0	905.0
2202 - Jules Heatley	8,763.9	960.0	880.0	742.9	860.0	940.0	880.0	940.0	791.0	915.0	855.0
2203 - Allison Baker	8,568.0	860.0	680.0	800.0	760.0	860.0	880.0	960.0	923.0	875.0	970.0
2204 - Lucas Francisco	8,657.0	940.0	820.0	800.0	760.0	860.0	880.0	840.0	892.0	875.0	990.0
2205 - Jenny Feng	8,862.4	880.0	820.0	971.4	860.0	980.0	820.0	900.0	681.0	995.0	955.0
2206 - Alvin Zou	8,471.7	800.0	780.0	885.7	800.0	980.0	900.0	900.0	641.0	885.0	900.0
2207 - McKenna Jordan	7,535.6	760.0	580.0	628.6	680.0	840.0	740.0	800.0	832.0	850.0	825.0
2208 - Jack Slates	7,144.9	620.0	380.0	742.9	540.0	780.0	620.0	580.0	947.0	960.0	975.0
2209 - EMPTY EMPTY	500.0	0.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0

**Top Scores for Decathlon By Division
 Medium**

ID	First Name Last Name	School Name County/Region/State	Score Rank	HSV
2601	Hannah Lee	Wakeland Frisco ISD	9,707.9 1	Honor
2101	Luca D'Amico-Wong	Lubbock Lubbock ISD	9,636.4 2	Honor
2401	Ethan Morgan	Monterey Lubbock ISD	9,383.3 3	Honor
2201	Jean Ye	Highland Park Highland Park	9,276.9 4	Honor
2103	David Song	Lubbock Lubbock ISD	9,198.9 5	Honor
2205	Jenny Feng	Highland Park Highland Park	8,862.4 1	Scholastic
2304	Srijan Mugada	Lebanon Trail Frisco ISD	8,659.9 2	Scholastic
2204	Lucas Francisco	Highland Park Highland Park	8,657.0 3	Scholastic
2306	Zain Kalson	Lebanon Trail Frisco ISD	8,636.0 4	Scholastic
2506	Aidan Hernandez	Friendswood Friendswood ISD	8,621.6 5	Scholastic
2108	Georgia Borland	Lubbock Lubbock ISD	7,879.6 1	Varsity
2407	Bradley McCoy	Monterey Lubbock ISD	7,645.3 2	Varsity
2207	McKenna Jordan	Highland Park Highland Park	7,535.6 3	Varsity
2509	Damien Freshour	Friendswood Friendswood ISD	7,391.4 4	Varsity
2708	Matthew Allen	Montgomery Montgomery ISD	7,388.3 5	Varsity

**Team Report with Individual Rankings By Division
 Medium**

School Name
 50 - Lone Star

Team Total & Rank
 39,215.8 17

Student Name	Rank	Art	Music	Math	Economics	Literature	Science	Social Science	Essay	Speech	Interview
5001 - Tarun Sontam	28	5	22	1	13	12	19	5	23	15	9
5002 - Mirielle Caradonna	68	18	25	20	23	12	15	11	72	17	12
5003 - Isabella Pereira	73	22	27	14	22	20	15	19	61	28	13
5004 - Gen (Glory) Backes	63	28	21	18	16	22	22	13	56	20	5
5005 - Alexis Chaney	57	18	16	18	17	16	22	17	78	6	14
5006 - Grace Brown	78	27	22	19	17	21	25	27	42	14	52
5007 - Alexander Jo	38	24	12	12	7	19	20	7	32	25	30
5008 - Lauren Bridwell	23	18	10	13	10	5	21	16	11	5	2
5009 - Justin Tate	33	16	17	18	9	11	14	13	39	18	4

2020 Texas Academic Decathlon Super Quiz

	School Name ISD	Team Total
Large	Dulles High School	36.0
	Fort Bend ISD	
Large	Marshall High School	34.0
	Northside ISD	
Large	Katy High School	32.0
	Katy ISD	

**Ranking of Team Overall Scores by Category
 Medium**

Team Number	School Name County/Region/State	Team Total	Category	Division
22	Highland Park Highland Park ISD	50,240.7	Medium	Medium
21	Lubbock Lubbock ISD	50,134.8	Medium	Medium
25	Friendswood Friendswood ISD	48,751.1	Medium	Medium
23	Lebanon Trail Frisco ISD	48,750.8	Medium	Medium
24	Monterey Lubbock ISD	47,502.4	Medium	Medium
27	Montgomery Montgomery ISD	45,195.6	Medium	Medium
26	Wakeland Frisco ISD	45,062.5	Medium	Medium
47	Heritage Frisco ISD	44,347.5	Medium	Medium
41	The Colony Lewisville ISD	44,339.3	Medium	Medium
45	Centennial Frisco ISD	43,460.0	Medium	Medium
46	Wylie East Wylie ISD	42,937.7	Medium	Medium
43	Poteet Mesquite ISD	42,112.6	Medium	Medium
42	Richard King Corpus Christi ISD	41,456.3	Medium	Medium
49	Barbers Hill Barbers Hill ISD	40,284.9	Medium	Medium
20	Foster Lamar CISD	39,778.4	Medium	Medium
38	Little Elm Little Elm ISD	39,682.0	Medium	Medium
50	Lone Star Frisco ISD	39,215.8	Medium	Medium
40	Frisco Frisco ISD	38,430.4	Medium	Medium
18	Legacy Mansfield ISD	37,432.6	Medium	Medium

SPEECH

Revised 8/1/2023

1. Each student will give a 4-minute prepared speech and a 2-minute impromptu speech before a panel of three scoring judges and one timekeeper. The prepared Speech has a value of 700 points and the impromptu is worth a maximum of 300 points.
2. The following penalties will be assessed to the prepared speech in the points indicated IF:

- | | | |
|----|--|------------|
| a. | Speech is read | 700 points |
| b. | Entire speech is written on note cards or note cards are not in topic outline (see sample in this section) or bulleted form. Complete sentences on note cards will cause the loss of all points. | 700 points |
| c. | Speech is not delivered from a standing position (unless student is INFIRMED) or lectern is used. | 700 points |
| d. | Speech is not the original work of the student performing the speech or speech has been used in years prior to the current season. | 700 points |
| e. | Props are used | 700 points |

(ENTER “0” ON PREPARED SPEECH PORTIONS OF SCANTRON FORM IF ANY OF THE 2a-2e PENALTIES NEED TO BE ASSESSED”

- | | | |
|----|--|-----------|
| f. | Speech is less than 3-1/2 or more than 4 minutes. There is no grace period. A prepared speech of 4 minutes and 1 second must be penalized. We will not penalize if time is between 4 minutes and 4 minutes, 1 second. It is better for a timer not to record in fractions, such as 4.0082. Take the whole number and first decimal point with no rounding, such as 4.0 or 4.1. | 70 points |
| g. | Student hesitates and/or pauses for 30 seconds or more during the speech. | 70 points |

(FILL IN PREPARED ONLY PENALTY PORTION AT BOTTOM OF SCANTRON FORM IF EITHER OF THE 2f-2g PENALTIES NEED TO BE ASSESSED)

3. The following penalties will be assessed to the impromptu speech in the points indicated if:
 - a. Speech is not delivered from a standing position (unless student is confined to a wheelchair) or lectern is used. 300 points
 - b. Note cards prepared prior to event (even though note cards may be used.) 300 points

- c. Student leaves room during preparation time. 300 points

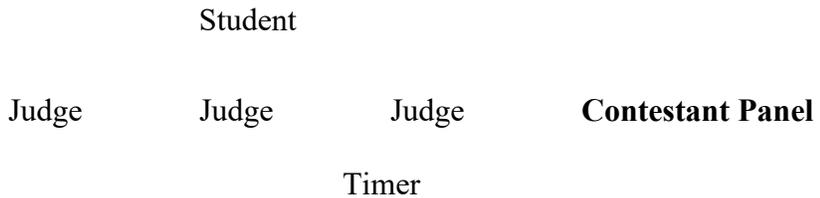
(ENTER “0” ON IMPROMPTU SPEECH PORTIONS OF SCANTRON FORM IF ANY OF THE 3a-3c PENALTIES NEED TO BE ASSESSED”

- d. Speech is less than 1-1/2 minutes or more than 2 minutes, as there is no grace period. 30 points
- e. Student hesitates and/or pauses for 30 seconds or more during the speech. (If he/she does not also meet the time requirement, he/she could receive two penalties.) 30 points

(FILL IN IMPROMPTU ONLY PENALTY PORTION AT BOTTOM OF SCANTRON FORM IF EITHER OF THE 3d-3e PENALTIES NEED TO BE ASSESSED.

NOTE: IF STUDENT HAS TIMING VIOLATIONS FOR BOTH PREPARED AND IMPROMPTU SPEECHES, FILL IN THE “BOTH SPEECHES” PORTION OF THE SPEECH PENALTIES SECTION”

- 4. Procedures to be followed in each speech room are:
 - a. Seating arrangement in speech room:



- b. With the timer seated behind the judges, it is easier for the student to notice the time cards as they are held up. Contestant panel will sit to the side of the room. Chairperson greets students and verifies that the students’ ID numbers coincide with the roster and/or scoring forms. Other judges are introduced. Judges will enter ID number and name if these are not preprinted on the scoring forms.
- c. Chairperson will explain procedures and ask student if he has questions. Students will compete in the order as indicated on roster. All students **MUST** arrive at the beginning of each time “group” and stay until all students have finished.
- d. Timer will explain timing procedure and timing cards showing “1,” “1/2” and “0.” The timer, upon asking the student if he is ready to begin on the prepared speech, will say “begin.” After the student has spoken for three minutes, the timer will show the card with “1” on it which is the time remaining. When the student has spoken another 30 seconds, the timer will show the card with “1/2.” At this point the student has reached the minimum time limit of 3-1/2 minutes. When the student has spoken for 4 minutes, the timer shows the “0” card, but does not say “stop.” The student who stops immediately when the “0” card is held up (even if in the middle of a sentence) will not receive a penalty. The time of the prepared speech will be written in the designated place on the scoring forms.

- e. If the student has used note cards, these will be collected and attached to the scoring forms when completed.
- f. For region and state meets, multiple sets of impromptu topics will be provided. A new set will be used for every student.
- g. The chairperson will ask the student if he is ready to do the impromptu and will then give the student a card with three topics on it. The timer at the same time times the preparation time for one minute by saying "begin" and later "stop." The topic card is taken up and the timer signals the student to start by saying "begin." After the student has spoken for 1 minute, the timer will show a card with "1" indicating one minute remaining. When the student has spoken another 30 seconds, the timer will show a card with "1/2" indicating the student has reached the minimum time and has 30 seconds remaining. When the student has spoken 2 minutes, the timer will show the card with "0" but will not say "stop." The time of the impromptu will be recorded in the designated place on the scoring form. No penalty is given if the student stops instantly when the "0" card is held up.
- h. If the student inquires, it is acceptable to tell him/her if he/she had a time penalty.
- i. Judges/Contestant Panel should remain silent and courteous during the speech presentations and scoring periods. ALL electronic devices must be turned off in speech rooms.
- j. Judges must mark scoring forms and (if necessary) the penalty forms immediately following a student's prepared and impromptu speeches.
- k. If any extraordinary and unexpected interruption should occur during a speech, judges should use their BEST judgment as to whether the student may restart his/her speech. All incidents must be reported to the competition coordinator.
- l. There should be a consensus among the three judges with regard to the assessment of penalties. Therefore, after the students have completed both the prepared and the impromptu speeches, the chairperson should check that all judges agree on the assessment of any penalties for that particular student. If the judges are not in agreement, the penalties should be briefly discussed and a consensus should be arrived as follows:
 - The timer is the final arbiter in the case of time violations
 - Scoring forms must be changed so that the penalties assessed are the same for all three judges.
- m. A hall monitor will be available to inform judges if speech contest is running off schedule. In this event, a proctor will escort a student to his/her assigned event room, and judges will then be notified that the student was late by NO fault of his/her own. Therefore, students should NOT be penalized or disqualified if his/her speech/interview appointment time is delayed. Any unexcused tardiness will result in a student's disqualification.
- n. Judges should not leave speech rooms at any time EXCEPT DURING BREAK.
- o. The topic outline is distinguished by the form of the content. It is written in words and phrases rather than in complete sentences.

Description of Speech Evaluation Form

Rating Scale Categories

PREPARED SPEECH:

SPEECH DEVELOPMENT is the way the speaker puts ideas together so the audience can understand them. The speech is structured around a purpose and this structure must include an opening, body and conclusion. A good speech immediately engages the audience's attention and then moves forward toward a significant conclusion. This development of speech is supported by relevant examples and illustrations, facts, and figures delivered with such smoothness that they blend into framework of the speech to present the audience with a unified whole.

EFFECTIVENESS is measured in part by the audience's reception of the speech, but a large part is your subjective judgment of how the speech came across. You should ask yourself such questions as "Was I able to determine the speaker's purpose?" "Did the speech relate directly to that purpose?" "Was the audience's interest held by the speaker?" "Was the speech subject appropriate for this particular audience?"

CORRECTNESS of language insures that attention will be directed toward what the speaker says, not how it is said. Proper use of grammar and correct punctuation will show that the speaker is the master of words being used.

APPROPRIATENESS of language refers to the choice of words that relate to the speech purpose and to the particular audience hearing the speech. Language should promote clear understanding of thoughts and should fit the occasion precisely.

SPEECH VALUE justifies the act of speaking. The speaker has a responsibility to say something meaningful and original to the audience. The listeners should feel the speaker has made a contribution to their thinking. The ideas should be important ones, although this does not preclude a humorous presentation of them.

VOICE is the sound that carries the message. It should be flexible, moving from one pitch to another for emphasis, and should have a variety of rate and volume. A good voice can be clearly heard and the words easily understood.

NON-VERBAL presentation of a speech carries part of the responsibility for effective communication. The speaker's appearance should reinforce the speech, whether profound, sad, humorous, or instructional. Body language should support points through gestures, expressions, and body positioning. The speaker's manner should indicate an interest in the audience and confidence in their reactions.

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IMPROMPTU SPEECH

The indicators on the impromptu rubric treat the same concepts covered for the prepared speech but in a more condensed way.

CONTENT measures the overall quality of the ideas presented (speech development and speech value in the prepared speech). Especially important are the originality of the impromptu content and the effective organization of ideas. Impromptus often earn organization points if a clear-cut introduction and conclusion frame the speech. A good rule of thumb for the impromptu is a 15-second intro, a minute or so for the body of the speech, and a 15-second conclusion. An impromptu must always specifically respond to the topic provided by the contest directors.

DELIVERY measures the degree to which the speaker's intonation, movement, gestures, body language, enunciation, and overall demeanor contribute to the presentation of the ideas of the speech.

OVERALL EFFECTIVENESS assesses the quality of the speech and measures its verbal and nonverbal components. This category also evaluates the speaker's ability to communicate effectively in an impromptu and gives an overall assessment of the speech as a whole.

Tips for Coaching the Speech Events

The Prepared Speech

Many TAD competitors report more apprehension about the speaking contest than about other contests. They feel they have more control over mental recall than they do over the stage fright that so often accompanies the speech contest.

To help the student develop self-confidence, you should encourage him/her to prepare the speech early, rehearse it thoroughly, and give it to a variety of audiences before the contest. Only by repetitive performance does one learn to control nervousness and to channel the energy into a vibrant delivery style. Urge the student to seek feedback from the audiences and to remain flexible until near the contest date. Too often the students compose the speech, then resist changes suggested by others because of an attachment to the original content. Advise them to address particularly any given criticism that occurs several times from several different listeners. The chances are good the judging panel may have the same observations. Advise them, too, that alterations in the content are not bad; minor adjustments will help prevent the speech from becoming stale.

Topic Selection

In choosing a speech topic, the student should consider audience analysis. A panel of adult professionals will be judging the speech; therefore, the contestant is well-advised to reject topics that primarily appeal to adolescents. This is not to suggest that the student avoid topics that concern a young person. Certainly, the best speech topics will spring from the student's strong feelings about subjects of interest. The ideas simply should be presented in a manner appropriate to an adult audience. The topic should be one marked by originality, or, if a universal theme, it should be unique in analysis and approach.

Content

Because organization is an important criterion in the evaluation of the speeches, students are advised to build speeches around outlines. Each speech should have (1) an introduction that captures the attention of the audience and identifies the *purpose* of the speech; (2) a body with identifiable main ideas, a logical progression of thought, and good support material; and (3) a conclusion that gives the speech a tone of finality. Language of the speech should be free of colloquialisms and should be precise, interesting and appropriate to an adult audience. All words must be pronounced correctly, and the speech must be grammatically sound.

Dealing with the Judges

It is always a good idea to discuss how you want the speakers on your team to present themselves to the judges. Some students enjoy shaking hands; some just nod and smile; others simply introduce themselves. Discuss what the general practices are in your state and make each student's entry into the speech room as natural and as cordial as possible.

Judging the Judges

Coaches need to remind their team to avoid being distracted by a judge's attention or lack of attention. Some judges smile; others remain staid. Some judges will maintain constant eye contact, while others will take notes, complete the scoring grid, or even look away during the delivery. The best strategy is for the student to continue to deliver a speech, keeping steady eye contact with each of the judges, regardless of their expression or behavior. They should also not be too encouraged or discouraged by any remarks they might hear the judges make. Sometimes these comments are not reflected on the scoring sheets.

Maintaining Composure

Although speech judges and timers make every effort to be as accurate as possible, human error is always a possibility. If students know their speeches and the timing of their speech well, they will minimize their frustration even if any irregularity occurs. Students should do their best to ignore noises from outside the room (car horn, siren, etc.) or the ringing of a school bell or cell phone. Being confident and in control, even in the midst of an irregularity, may even work to the student's advantage.

Choosing the Best Impromptu Topic

Students may find that some impromptu topics lend themselves better to scoring according to the rubric than others. While some of the topics are entertaining and interesting, they may be more difficult to organize and therefore more difficult to judge. Students will also find that they are more proficient at some topics and communicate better (some students are better at current events, some are better with humor, etc.). While Decathletes should practice all types of topics during the season, they may want to choose competition topics with some deliberation.

Practicing the Impromptu Speech

While the mantra "practice makes perfect" applies in many instances, it is an imperative for impromptu speaking. Because a full impromptu practice can be done in 2-3 minutes, including evaluation and critiques, they can be practiced everyday. There is inevitably a few minutes in every practice that can be used for impromptus. Impromptu practice can even be a team-building time.

Videotaping and Critiquing

It is almost impossible to correct some behaviors that occurs inadvertently during speech, interview and especially impromptu without visual feedback. When students view themselves, they see their particular idiosyncrasies that detract from their delivery. The only way to advise and work on these is through viewing and discussing performances with students.

Practicing before Panels of Judges

Just as objective events are measured by performance in scrimmage testing, subjective events must also have some type of scrimmage. This occurs when "live" panels of judges provide not only rubric-based evaluation, but also constructive criticisms and positive feedback directly after the subject event. This is a good way to practice under more pressure than in a routine study or practice session.

Rehearsal

For Verbal Effectiveness:

Practice sessions should result in improvement in vocal effectiveness. Note *rate* of speech, to make certain the student is not speaking too rapidly and there are adequate pauses for effect and for listener understanding. Note volume, making certain the speech is loud enough for clear audibility in any size room. Note *articulation* (clarity of speech), making sure all words and phrases are understandable. Help the student develop *variety* in pitch, volume, and rate - - avoid monotone.

For Nonverbal Effectiveness:

Train the student to move into the room with an air of confidence and directness. (First impressions matter)! Help the speaker establish direct eye contact with the judges and project facial expressions appropriate to the verbal message being sent. Posture and gesturing should reflect energy, assurance and directness. They should appear spontaneous, rather than rehearsed.

IMPROMPTU

Impromptu speaking develops the ability to “think on your feet.” Preparation involves continual practice. It provides the students numerous opportunities to speak spontaneously on a wide variety of topics. Coaches should issue lists of topics for students to practice with as individual homework. Repeated practice will result in mastery of impromptu delivery.

**Impromptu Speech Topics
(Examples)**

If you became ruler of the world, what would you do?

When are you grown up?

If you could go back in time, where or when would you go?

If you could add one amendment to the constitution, what would it be?

What is a winner?

Who is the average teenager?

What is the highest political office you would like to hold and why?

What are the single most important problem facing American teenagers?

What advice would you give to an upcoming freshman about surviving high school?
school!

What makes a person an individual, or is there such a thing as a true individual?

Is there too much pressure put on teenagers to succeed?

If you could travel anywhere in the world, where would you go and why?

If you could interview anyone, who would you choose and why?

What quality do you look for first in a friend and why?

If you were given two round trip tickets, where would you go and who would you take?

Patriotism

Humility

Honesty

Speech Chairperson

A. Duties/Responsibilities

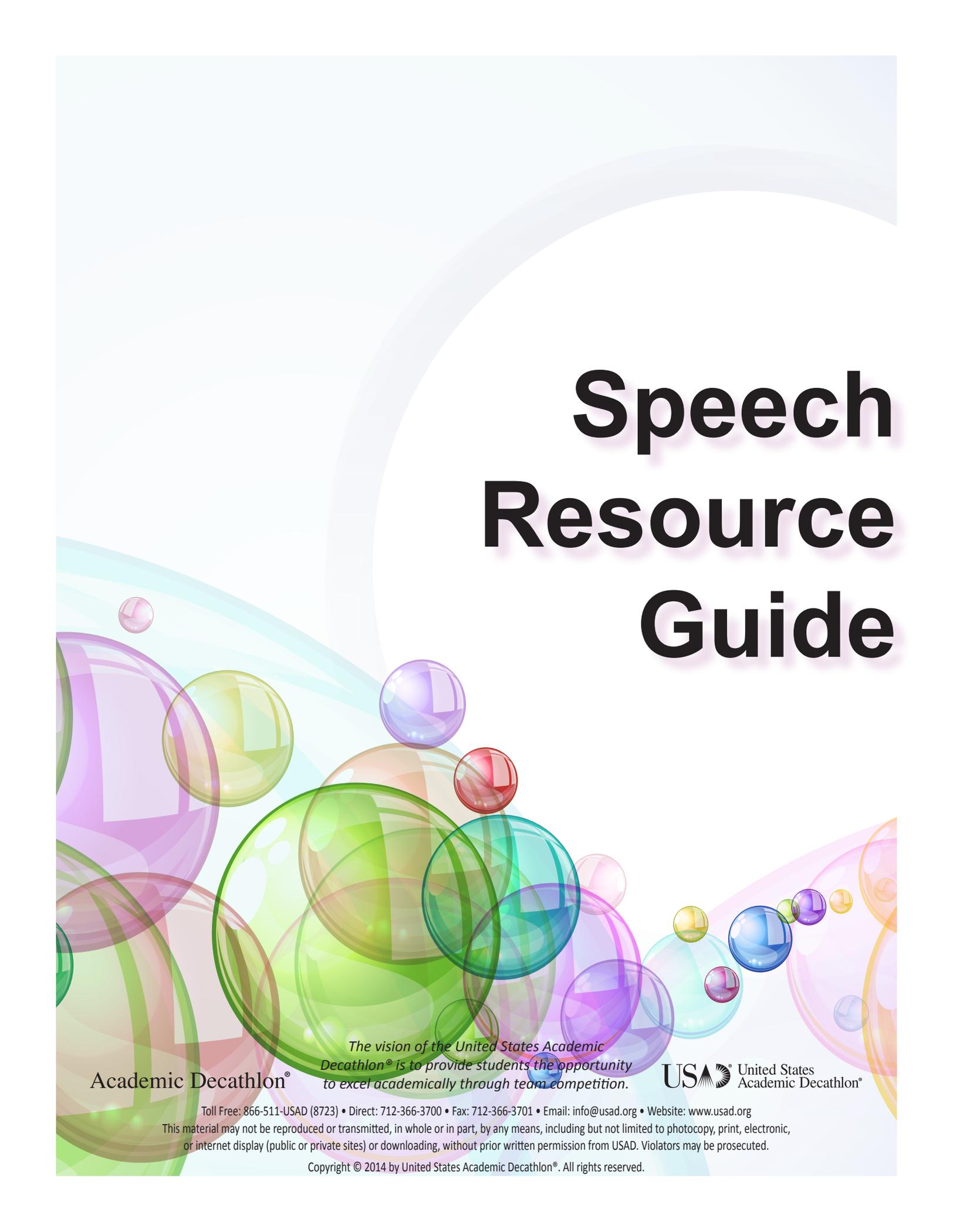
1. Secure 30 judges (3 per 9 test rooms) and three extras to replace possible last-minute withdrawals. Use people from service clubs, Junior League, retired teachers, current school staff, etc.
2. Secure 9 timekeepers. These may come from the pool of assistants contacted by the Chairperson of Proctors and Runners or from your own resources. The timekeeper should be an adult.
3. **Secure at least four people to verify scores in the speech scoring room, if you do not use Scantron bubble sheets for scoring. (Check and re-check the scores! Absolute certainty with score validity is essential!)**
4. Give food coordinator a total count of personnel you are having as assistants (judges, timers, scorers) who will be eating at the contest site.
5. For judges' orientation, please use the sample speeches at <http://www.txacadec.org/Volunteer.html> displaying students giving speeches to be used at the judges' Orientation Meeting.
6. Procure necessary materials. (See materials list.)
7. Obtain room number for speech rooms and scoring room from the building facilitator.
8. Assign judges to speech rooms.
9. Prepare two packets for each judge and timer; mail one packet one *week prior to the competition* and distribute the other packet on competition day.
10. Impromptu topics will be sent from state office. You should have no less than four sets of three topics per set. Each set should be transferred to note cards. Impromptu topics are changed at each break (5 students) to guarantee that new topics are assigned to each group of students. **Have blank note cards and pencils in each speech room for use in Impromptu Speech preparation upon student request.**

11. If not using Scantron scoring sheets, then make copies of the ***Official Speech Evaluation Form to be used in the scoring room.***
12. Obtain nametags for judges.
13. The speech chairperson will determine the manner of getting students to their respective speech rooms by:
 - a. getting each coach the schedule, room number, and a floor plan and expecting him to have his students on time at the speech rooms, or
 - b. having runners pick up students at their team rooms, or
 - c. having runners pick up students at a holding area near the speech rooms.***Runners may be students.***
14. Reconfirm judges' participation ***the day preceding the competition.***
15. Check to see that each speech room has been properly set up before competition. Plan to be available throughout the competition day activities.
16. Prior to competition, hold Judges' Orientation Meeting; view samples at www.txacadec.org/volunteers.html and explain scoring. Extend meeting for special instructions to nine room chairpersons.
Hold meeting for timekeepers and other aides and runners.
17. Instruct personnel in scoring room. (See scoring forms and ***Speech/Interview Penalty Form.***) The hand-scoring for speech is the same as for interview with the exception that a speech penalty is applied after the addition and division steps.
Example: $870 + 850 + 820 = 2,540$ divided by 3 = 846.7 less 70 penalty = 776.7
18. Go over all speech penalties in this TAD manual at training session.
19. Deliver (or supervise the delivery of) official results in speech to the scoring center.
20. Make copies of speech scoring forms and be prepared to give one copy of each team's scoring sheet to their respective coach on Saturday morning of the contest for score verification. All forms **MUST** be returned.
21. Remember that each judging room must have the same number of judges, **NO MATTER WHAT!** If you are short, you may revert to only 2 scoring judges in each room. If you have the option of two judges in one event and three in the other, place the two in interview and the three in speech.

Send appropriate thank-you notes.

B. Materials

1. Printed forms for packets
2. Printed evaluation sheets
3. Printed score/tabulation sheets
4. Scantron scoring forms
5. Time Cards
6. Pencils
7. Name tags
8. Thank you notes
9. Envelopes (large, clasp)
10. Video for judges' training
11. Stopwatches (one per room; three extras)
12. Note cards for Impromptu



Speech Resource Guide

*The vision of the United States Academic
Decathlon® is to provide students the opportunity
to excel academically through team competition.*

Academic Decathlon®

USA  United States
Academic Decathlon®

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Introduction

THE ACADEMIC DECATHLON® SUBJECTIVE EVENTS

The Academic Decathlon® competition contains three subjective events: Speech, Interview, and Essay. Each event is evaluated separately by a panel of judges who score the event by completing rubrics supplied by USDA®. The scores of the judges are then averaged, and the student receives a score based on a scale of 1000.

The United States Academic Decathlon® is happy to provide the Speech Resource Guide to assist students as they prepare for the Academic Decathlon® Speech event. Because there are subtle differences in the way Academic Decathlon® events are conducted in different locations it is difficult to write a Speech Resource Guide that will fit every situation. We hope you find the materials both helpful and practical.

Speech Guidelines

The speech event is composed of two separate speeches: **prepared** and **impromptu**.

THE PREPARED SPEECH

- The prepared speech should last from 3½ to 4 minutes and may be on any topic that you choose. A penalty is assessed for speeches that are too short or too long.
- The speech must be the original work of the student performing the speech and may be used during only one year of participation in Academic Decathlon.
- You may use a note card for the prepared speech, but it should contain only an outline—not the text of the speech. **You are not allowed to read your speech.** No other papers or props may be used.
- Students always speak from a free-standing position, without a lectern.
- You should begin your speech when you receive the appropriate notification from the timekeeper and/or judges. Judges will score the speech on the rubric during and immediately after the speech.

THE IMPROMPTU SPEECH

- The impromptu speech is a 1½ - 2 minute speech given on a speech topic supplied by the contest directors.
- You will have three topics to choose from. You will have one minute to choose one of the three topics and to prepare for your impromptu speech. You may jot down notes to use during the one-minute preparation time, but you cannot bring any prepared impromptu notes into the judging room.
- You should begin speaking when the timekeeper says “Begin.”
- Impromptu topics are changed periodically throughout the speech event to ensure fairness. (See Exhibit B for sample impromptu speech topics.)

TIMING AND PENALTIES

- There is a timekeeper in each room who uses a stopwatch to time both the prepared speech and impromptu.
- The timekeeper gives the student 1 minute, 30 seconds, and 0 time signals by holding up the appropriate card showing the time remaining.
- Should you exceed the allotted time for either speech, a time penalty is assessed for the prepared speech and/or the impromptu. The timekeeper records the violation, and the contest chairperson makes the final decision in the official scoring room.

OBJECTIVES

The judges listening to the speeches mark their Scantron in the appropriate space to deduct points or mark timing penalties. The objectives of the speech event and the criteria on which the speech is scored include:

- Organizing ideas in a clear and logical pattern that is appropriate to the speaker’s purpose and is convincing to the audience.
- Appropriate usage of effective vocabulary and the structures of English to clearly express ideas.
- Presenting a physical image that aids the audience in the acceptance of the spoken ideas.
- Using voice (pitch, volume, and flexibility) to maintain maximum attention.
- Producing a speech with interesting ideas, originality of thought, persuasive reasoning, and a sense of purpose.
- Presenting an effective overall impression.

For success in the speech event, **you must prepare early and practice often**. The more times you give your speech, the more comfortable and confident you will feel on contest day!

Preparation

CREATING YOUR PREPARED SPEECH

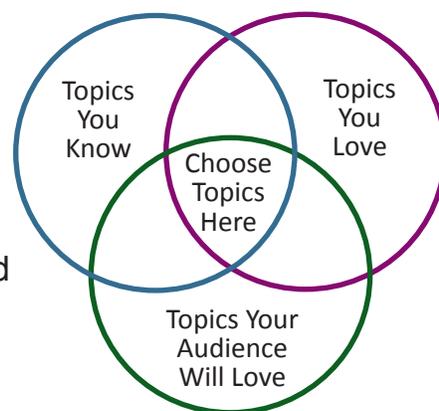
- Your speech should be as engaging as a book that you cannot put down. Pull the judges in from the moment you begin and keep them intrigued from start to finish by creating an emotionally satisfying storyline.
- You do not have to be a professional speaker to deliver a successful speech.
- Unlike the impromptu, you have months to prepare and practice your speech, plan ahead and practice often.

Tentative Steps for Preparation

- | | |
|--------------------|---------------------------------|
| 1. Topic Selection | 4. Revise |
| 2. Rough Draft | 5. Non-verbal Communication |
| 3. Structure | 6. Practice, practice, practice |

1. Topic Selection

- Topic selection is the most important first step in preparing for the speech event.
- You have considerable leeway in picking a topic for the prepared speech; the only USAD® restriction on content requires that the topic be appropriate for high school students.
- **It is important to remember that the speech will be delivered to a panel of adult judges—often school administrators, community leaders, and those with particular interest in forensics.** Speeches directed toward the interest level of a generally knowledgeable audience are typically the most successful.
- Expand your horizons when determining a topic, find inspiration from books, TV, current events—you want your topic to trigger an emotion in you worth discussing.
- Be creative with your topic choice, you do not want to give a speech on a topic that the judges have heard before. If you do choose a topic that has been presented, think of new ways you can approach it.
- Speeches tending to be highly technical are often difficult to manage in such a short time span. It is also wise to temper negativism and cynicism with positive observations.
- Topics related to a current social issue can be a good choice, but be wary of topics that are sensitive to the degree that they could be interpreted as bias.



Examples of current or pressing social issues:

- | | |
|--|---|
| • The dangers of global warming | • How cultural differences effect learning in the classroom |
| • Education reform agenda—country of your choice | • The Ebola outbreak in West Africa |

- If you choose a persuasive speech, remember to address both sides of the issue in your topic. By touching on the actions that are being taken to correct the issue, you can avoid sounding pessimistic without losing the emotion or power that is vital in your speech.
- Most important of all, select a topic that intrigues or inspires you. Working with a speech takes considerable time and energy. If you have a genuine interest in the content of your speech, it is much easier to revise, polish, and deliver (over and over again) during the long competition season. Being interested in and comfortable with the content of a speech also makes the delivery more natural and sincere—a quality that is often rewarded by the judges.

2. Rough Draft

- Once you choose your topic, write a rough draft containing all of your thoughts and ideas on that topic.
- Try to organize your rough draft with an introduction and conclusion.
- If you are struggling with the rough draft, you may want to consider another topic.
- Rough drafts are beneficial to allow yourself to see all of your ideas pertaining to a specific topic written out. This will give you the chance to narrow your thoughts or change your topic if needed.

3. Structure

- The following is a basic guideline for the organization of your speech: (There are many other ways to organize your speech, this is just one way.)

1. Introduction
2. Point 1
3. Point 2
4. Point 3
5. Conclusion

- It is imperative to have a strong introduction to your speech. The introduction is the foundation of your speech, you want to grab the judges attention and lay a solid foundation for the rest of your speech.
- Your introduction should briefly and clearly express information on your topic, include factors to make yourself positively stand out, and transition smoothly into the main body of your speech.
- The introduction could be a thought-provoking quote, a short story, or a joke. Whatever you choose to use, it should grab the judge's attention and intrigue them to hear the rest of your message.
- The first point you present in the body of your speech should be an extension of your introduction.
- Each point you make in the body should be separate, yet have a common connection with the rest of your speech.
- The conclusion should neatly wrap up the points you made in the body of your speech. This should not be a completely new idea or point.
- The conclusion is an opportunity to summarize the points of your speech. A strong conclusion will help the judges remember the idea of your speech.

4. Revise

- Once you have the first draft of your speech complete, reread what you have written to refine your work.
- Be careful not to make simple grammatical mistakes in your speech.
- Ensure that you are using the appropriate vocabulary. Remember your panel of judges may not speak in the same manner as your friends speak at school.
- Have someone such as your English teacher read over a draft of your speech. You may want to ask them to read it twice, once after your first draft, then again after you have made the appropriate revisions.
- Do not begin memorizing your speech until you have finished editing and revising your work.

5. Non-Verbal Communication

- You send two messages to the judges when you present your speech. Your voice transmits the verbal message. Your body presents the non-verbal aspects, including your appearance and demeanor, as well as your body movements and gestures during your speech.
- Appearance and Body Language
 - Formal attire is preferred for the speech event. When you deliver your speech your appearance delivers powerful visual message to the judges—you want this to be a positive message.
 - Appear as confident, comfortable and poised as you can during your speech.
 - Avoid using distracting mannerisms such as pacing, swaying or rocking.
 - Make eye contact with each of the judges throughout your speech. Use your eyes to let all the judges feel you are speaking to them—but do not stare.
 - Generally, eye contact with an individual should last 3-5 seconds.
 - Your body movements should be graceful, purposeful and used to enhance attentiveness to your speech.
 - Evaluate your posture—good posture during your speech will help you breathe properly and project your voice effectively.
 - Gestures can be used to dramatize your ideas and lend emphasis on spoken words, but **no** other props are allowed during your speech.

6. Practice

- **Practice, practice, practice**
- It is a necessity to practice your speech. Present your speech to your friends, family, neighbors, and peers. Practice before you go to bed, when you wake up, in class, at the dinner table, in the car and every other chance that you get.
- Aim to memorize your speech, you are allowed to use a note card but **you are not allowed to read your speech.**
- Practice with your team. Take turns reading each of your team member's speeches aloud. Hearing someone else give your speech will teach you new ways to phrase and deliver your speech.
- Record a video of yourself, hearing your voice will help you determine where you need to add energy or where you might want to tone it down. You will also discover any distracting mannerisms you may display while delivering your speech.
- Practice giving your speech at an appropriate volume—you want the judges to be able to hear you.
- Avoid using filler words such as “uh”, “um”, and “ah”.
- If you have the chance, deliver your speech to classrooms within your school. Your peers can be very valuable critics.
- Remember your speech must not exceed 4 minutes, it is advised that you practice your speech to end within 3:45. This will allow you a few seconds to fluctuate in either direction during the event.

Rules to Remember:

- Your speech must be your original work.
- Your speech must be current, not used in an Academic Decathlon® event from a previous year or a previous competition other than Academic Decathlon® for the current year.
- You may use a note card, but you cannot read your speech.
- Must be between 3 1/2 and 4 minutes.
- You may use gestures, but no other props may be used.
- Must be given while standing before the judges.
- **Take a deep breath, smile and have fun!**

PREPARING FOR YOUR IMPROMPTU SPEECH

- You will be given three topics to choose from, do this quickly. If it takes you forty-five seconds to decide on a topic, you will only have fifteen seconds to prepare.
- You may jot down notes during the one-minute preparation time, but you cannot bring any prepared impromptu notes into the judging room.
- Deciding on the best topic can be difficult. Choose the topic that you are most familiar with, if you have knowledge on the topic, you will have the ability to speak more naturally, and with conviction.
- Select a strategy once you have decided on your topic. Four common strategies included:

1. Express an opinion—state an opinion, then justify it with a supporting statement.
2. Cause and effect—state the situation, then discuss the causes and consequences.
3. Break the topic into parts—discuss each of part individually.
4. Discuss the past, present, and future—organize the topic as a time line.

- You want to begin your impromptu speech with a smile, a captivating introduction, a body to support it and finish with a conclusion that ties it all together.
- The body of your impromptu speech should include 2-3 major points.
- Avoid using filler words such as “uh”, “um”, and “ah”.
- Slow down your rate of speech to maximize time usage and comprehension for the judges. This will also allow you time to formulate and refresh your thoughts.
- Many of the same recommendations for the prepared speech also apply to your preparation for the impromptu speech. For example:
 - Appearance
 - Posture
 - Gestures
 - Eye contact
- Practice giving impromptu speeches about general topics before the speech event. Do this with your team and provide feedback to each other.

Rules to Remember:

- Must be given while standing before the judges.
- Must be between 1 1/2 and 2 minutes.
- You may make notes on the note card given, but no outside notes are permitted.
- **Take a deep breath, smile and have fun!**

Detailed Analysis of the Speech Rubric

THE SPEECH RUBRIC

- It is important to study the speech rubric before writing and preparing your speech. (See Exhibit C for the USAD® Speech Evaluation Form)
- Judges score the speeches based on a standardized rubric provided by USAD®.
- Of the 1000 possible points awarded for the speech event, 700 are based on the prepared speech and 300 on the impromptu speech.
- Both the prepared and the impromptu are scored according to criteria indicators, each of which is worth 100 points. Criteria for the speeches includes:

Prepared Speech (700 points)

- Speech Development
- Effectiveness
- Correctness
- Appropriateness
- Speech Value
- Voice
- Non-Verbal Communication

Impromptu Speech (300 points)

- Content
- Delivery
- Overall Effectiveness

- Thinking about each one of these categories and evaluating both the prepared and impromptu according to the criteria for each will improve the quality and delivery of your speech.

RUBRIC FOR THE PREPARED SPEECH

Speech Development:

- Speech development refers to the general organization of the prepared speech.
- A speech should have an interesting introduction that presents the topic in a clear, but interesting way.

- The body of the speech should be organized into sections, each of which develops the ideas presented in the introduction.
- The conclusions should sum up the ideas presented in the speech and leave the listener with a sense of closure.
- A general rule of thumb is that the opening and closing should take less than one minute, and the body of the speech about three minutes.

Effectiveness

- Effectiveness measures the overall quality of a speech. This includes the degree to which a speaker is able to interest and engage the audience in his or her presentation of ideas.
- Each speaker has an idea of what he or she wants to accomplish with the speech, and this category measures the degree to which the purpose is achieved. (The purpose of a speech may be to inform, to convince, to entertain, etc.)
- Effectiveness is a measure of the judges' reception of the speech content and its presentation and their assessment of the degree to which the speaker achieves his or her purpose.

Correctness

- Correctness assesses the efficacy of the speaker's word choice and its appropriateness for the given topic and audience.
- This category also evaluates the correctness of grammar and syntax. Maybe most important of all, correctness includes appropriate pronunciation and enunciation.
- Judges should be able to hear and clearly understand each word of the speech. This means that the speech must be delivered with the requisite speed and intonation appropriate for the content.

Appropriateness

- Appropriateness assesses the overall speech and the effectiveness of the speaker's use of language.
- Appropriateness also measures the speaker's ability to present ideas that are consistent with the content and suitable for the audience. Highly charged language, politically incorrect language, and profanity are **always inappropriate**.

Speech Value

- Speech value measures the originality, internal logic, and ideas that support the premise of your speech and contribute to your purpose.

- Speeches dealing with relevant topics, expressing unique personal experiences, or containing a universal message typically receive high scores in this category.

Voice

- Voice deals with the auditory qualities of the speech.
- This involves a speaker's ability to vary the speed, volume, and emphasis of the delivery in a way that is consistent with the overall presentation of ideas.
- Precise articulation of ideas and enthusiasm for one's message are keys to securing effective voice.

Non-Verbal

- Non-verbal measures the student's appearance and demeanor, as well as his or her movements and gestures during the delivery of the speech.
- Gestures and movements must be measured and must be consistent with the content of the speech.

RUBRIC FOR THE IMPROMPTU SPEECH

The indicators on the impromptu speech rubric reflect the same concepts covered for the prepared speech but in a more condensed way. (See Exhibit C for USAD® Speech Evaluation form)

Content

- Content measures the overall quality of the ideas presented (speech development and speech value in the prepared speech). Especially important are the originality of the impromptu speech content and the effective organization of ideas.
- Impromptu speeches often earn organization points if a clear-cut introduction and conclusion frame the speech.
- A good rule of thumb for the impromptu speech is a 15-second intro, a minute or so for the body of the speech, and a 15-second conclusion.
- An impromptu speech must always specifically respond to the topic provided by the contest directors.

Delivery

- Delivery measures the degree to which the speaker's intonation, movement, gestures, body language, enunciation, and overall demeanor contribute to the presentation of the ideas of the speech.

Overall Effectiveness

- Overall effectiveness assesses the quality of the speech and measures its verbal and nonverbal components.
- This category also evaluates the speaker’s ability to communicate effectively in an impromptu speech and gives an overall assessment of the speech as a whole.

Tips and Topics

TIPS ON PREPARED SPEECH AND IMPROMPTU SPEECH

Dealing with the Judges

- It is always a good idea to plan how you will present yourself to the judges. Discuss this with your coach and team.
- Some students enjoy shaking hands; some just nod and smile; others simply introduce themselves.
- Make your entry into the speech room as natural and as cordial as possible.

Judging the Judges

- Avoid being distracted by a judge’s attention or lack of attention.
- Some judges smile; others remain staid.
- Some judges will maintain constant eye contact, while others will take notes, complete the scoring grid, or even look away during the delivery.
- Regardless of the judges behavior or expressions, it is best for you to continue to deliver your speech.
- Do not be too encouraged or discouraged by any remarks you might hear the judges make. Sometimes these comments are not reflected on the scoring sheets.

Maintaining Composure

- Although speech judges and timers make every effort to be as accurate as possible, human error is always a possibility.
- If you know your speech and the timing of your speech well, it will minimize your frustration even if any irregularity occurs.
- Do your best to ignore noises from outside the room (car horn, siren, etc.) or the ringing of a school bell or cell phone.
- Being confident and in control, even in the midst of an irregularity, this may even work to your advantage.

Choosing the Best Impromptu Speech Topic

- Students may find that some impromptu speech topics lend themselves better to scoring according to the rubric than others.
- While some of the topics are entertaining and interesting, they may be more difficult to organize and therefore more difficult to judge.
- Students will also find that they are more proficient at some topics and can communicate their ideas better (some students are better at current events, some are better with humor, etc.).
- While you should practice all types of topics during the season, you may want to choose competition topics with some deliberation.

Practicing the Impromptu Speech

- While the mantra “practice makes perfect” applies in many instances, it is imperative for impromptu speaking. Because a full impromptu speech practice can be done in 2-3 minutes, including evaluation and critiques, **they can be practiced everyday**.
- There is inevitably a few minutes in every practice that can be used for impromptu speech practice. Impromptu speech practice can even be a team-building time.

Videotaping and Critiquing

- It is almost impossible to correct some behaviors that occur inadvertently during your prepared speech, interview and especially impromptu speech without visual feedback.
- When you view yourself, you will see particular idiosyncrasies that detract from your delivery.
- The only way to advise and work on these is through viewing and discussing performances with your team.

Practicing before Panels of Judges

- Just as objective events are measured by performance in scrimmage testing, subjective events must also have some type of scrimmage.
- This occurs when “live” panels of judges provide not only rubric-based evaluation, but also constructive criticisms and positive feedback directly after the subjective event.
- It is important to practice your speech under more pressure in addition to routine practice sessions.

EXHIBIT A: POTENTIAL PREPARED SPEECH TOPICS

- The need for medical insurance
- Why certain classes should count as work experience
- Foreign relations
- Companies should offer tuition reimbursement programs for workers attending college
- The influence celebrities have on society
- Stem cell research
- Nuclear power is better than solar power
- Dieting ads aimed at young people
- The best/worst jobs for students
- Not wearing a seat-belt should be illegal
- Arguments for/against standardized testing
- Why you are not too young to start investing your money
- Discrimination against the elderly
- How addiction influences our society
- Computers and how they changed the world for a better future
- Should parents be allowed to choose the gender of a child
- Grades don't matter
- American craft in the early twentieth century
- Should schools sell soft drinks and candies to students, in order to raise more money
- Equality
- The possibility of cars sharing data with other cars to avoid accidents
- Poverty is a state of mind
- The history of Apple devices
- Factors of a great personality
- The history of Valentine's Day, the celebrations in different cultures
- Illegal steroids and unethical athletes behavior in sports events
- Why we don't win the lottery
- Quilts from Scotland and their historic context
- Wood carving, the basic cutting strategies
- Limiting fast food consumption
- Ocean acidification endangers marine organisms.
- Housing, hiring and education must be equal for all
- Foreign oil dependence
- Parking and coffee to be included in college tuition fee
- Astronomical signs and their meanings
- Is college the best path for everyone for a better future
- The pace of technological advancements
- Blaming the horoscope when things go wrong
- Why being fair doesn't work all the time
- Reducing poverty by fixing the living environment and housing
- Should elders over the age of 65 be allowed to drive
- Alternatives of fossil fuel, to avoid the energy crisis
- Bloggers should be treated as journalists
- Patchwork and why it is done
- The central government should impose a complete ban on all cigarettes and tobacco products
- Social networks and our young generation
- Mandatory drug tests for students
- Home schooling
- Violent video games promote violence
- Minimum wage
- Foreign aid funding and results on the long term

- To be grown up is a state of mind
- Revolutions are not made, they come from within
- The effect of cameras on our lives
- Bermuda triangle
- Are humans more intelligent than other animals
- Should guns be banned in America
- Why breakfast is the most important meal of the day
- The importance of blood donation
- Renewable energy technologies
- How peer pressure effects teenage behavior
- Should military service be obligatory
- The best invention ever to impact majority of the population
- Whether kids should have their phones off in class or not
- What human quality do we need more of and why
- Children should not watch excessive television
- The Seven Wonders of the Ancient World
- Real vs. fake Christmas trees
- Social media and bullying
- Organic food isn't real
- Movie actor are paid too much
- The future technologies
- Pension plans going broke
- Juvenile delinquents should be sentenced to bootcamp
- Paper is the most useful thing on the Earth
- Health care in your country of choice
- The main causes of massive coral bleaching
- Online teaching should be given equal importance as the regular in class teaching
- Bilingual education is essential for integration of immigrant population in a society
- What causes acid rain and what are the effects on the environment
- Drug addicts should be sent for treatment in hospitals instead of prisons
- School cafeterias contribute to obesity in children and they should only offer healthy food options
- Is water resource essential for economic development
- The advantages of an inter-cropping system for sustainable plant production
- The government should spend more money to explore space solar systems
- Vaccinations are essential to keep people healthy
- We should spend more money to improve highways and railroads
- Aliens and UFO's—are they real
- Improving the economic infrastructure is the key to Middle East stability
- Garbage recycling should be required
- Why dragons perform in Chinese New Year celebrations
- Advertisement
- The most famous tricks of Houdini the magician
- What is BarMitzwah and the ceremony
- The pros or cons of organ donating
- Types of funny awards and their meanings
- Should boys and girls be in separate classes
- Use of solar power should be made mandatory in tropical regions
- Why Wifi access should be free

EXHIBIT B: POTENTIAL IMPROMPTU SPEECH TOPICS

- If you became ruler of the world, what would you do?
- If you could go back in time, when or where would you go?
- If you could add an amendment to the Constitution of your country, what would it be?
- What is a winner?
- What is the average teenager?
- What is the highest political office you would like to hold and why?
- What advice would you give to an upcoming freshman about surviving high school?
- What makes a person an individual, or is there such a thing as a true individual?
- Is there too much pressure put on teenagers to succeed?
- If you could travel anywhere in the world, where would you go and why?
- Describe the world fifty years from now.
- If you could interview anyone, whom would you choose and why?
- Where would you go on a magic carpet?
- When are you grown up?
- What does it mean to be human?
- Is the glass half empty or half full? Explain your answer.
- What do you believe is the single most important problem facing teenagers today?
- Describe the main quality you look for in a friend and tell why this quality is important.
- You have just been given two round-trip tickets to “Anywhere”; tell where you would go and who you would take with you.
- If you could be any animal other than human, what would you be? Defend your choice.
- Discuss the following-”All change is not growth, all movement is not forward.”
- Is knowledge more important than wisdom? Defend your choice.
- What are three things that you plan to accomplish by age thirty and why is it important that you do so?
- If you were a cat, describe a day in your life.
- Should professional athletes be help up as “role models” Explain.
- If you could talk to one person, living or dead, who it would be and why?
- What’s the best way to get an adult out of a room?
- Is it possible to have too much character? Explain your answer.

EXHIBIT C: USAD® SPEECH EVALUATION FORM

USAD U.S. ACADEMIC DECATHLON
SPEECH EVALUATION FORM

DIRECTIONS

USE NO. 2 PENCIL ONLY

PLEASE -

1. MAKE DARK MARKS
2. ERASE COMPLETELY TO CHANGE
3. ENTER: STUDENT'S NAME AND NUMBER
YOUR NAME AND NUMBER
ROOM NUMBER
4. MARK 1 STUDENT PER FORM

EXAMPLE:
1 0 2
2 4 5
3 1 3

STUDENT'S NAME _____

JUDGE'S NAME _____

ROOM NUMBER _____

JUDGE

1	2	3
4	5	6

STUDENT ID NUMBER

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

VOLUNTEER NUMBER

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

PREPARED SPEECH

		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR						
SPEECH DEVELOPMENT	<ul style="list-style-type: none"> • ORGANIZATION • BODY • OPENING/CLOSING 	10	9	8	7	6	5	4	3	2	1	0
EFFECTIVENESS	<ul style="list-style-type: none"> • ACHIEVEMENT OF PURPOSE • INTEREST • RECEPTION 	10	9	8	7	6	5	4	3	2	1	0
CORRECTNESS	<ul style="list-style-type: none"> • GRAMMAR • PRONUNCIATION • WORD SELECTION 	10	9	8	7	6	5	4	3	2	1	0
APPROPRIATENESS	<ul style="list-style-type: none"> • WORD SELECTION AND STYLE APPROPRIATE TO THE AUDIENCE 	10	9	8	7	6	5	4	3	2	1	0
SPEECH VALUE	<ul style="list-style-type: none"> • IDEAS • LOGIC • ORIGINALITY 	10	9	8	7	6	5	4	3	2	1	0
VOICE	<ul style="list-style-type: none"> • FLEXIBILITY • VOLUME • VARIETY 	10	9	8	7	6	5	4	3	2	1	0
NON-VERBAL	<ul style="list-style-type: none"> • APPEARANCE • MOVEMENT • ASSURANCE 	10	9	8	7	6	5	4	3	2	1	0

IMPROMPTU SPEECH

		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR						
CONTENT	<ul style="list-style-type: none"> • ORIGINALITY • IDEAS • ORGANIZATION 	10	9	8	7	6	5	4	3	2	1	0
DELIVERY	<ul style="list-style-type: none"> • MOVEMENT/GESTURE • BODY LANGUAGE • VOICE 	10	9	8	7	6	5	4	3	2	1	0
OVERALL EFFECTIVENESS	<ul style="list-style-type: none"> • ACHIEVEMENT OF PURPOSE • VERBAL COMMUNICATION • NON-VERBAL COMMUNICATION 	10	9	8	7	6	5	4	3	2	1	0

SPEECH PENALTIES

	BOTH SPEECHES	PREPARED ONLY	IMPROMPTU ONLY	NO PENALTY
TIMING VIOLATION	-10	-7	-3	0

01 02 03 M1 0701-999-5 4 3 1
 © SCAMPER/CONCORDIA/USAD-L
 FORM NO. F-14103-USAD-L
 ALWAYS RECYCLE

SUPER QUIZ

Revised 8/1/2023

Overview

1. The Super Quiz Relay is the decathlon's final event, and is a **team event only**. It resembles a game show and takes place in a large arena (gymnasium or civic center) before an audience that cheers for its team just as it would at an athletic event. It often begins with a formal procession. Music is played and teams are individually announced over the microphone as well as by a banner identifying each school. When the quiz begins, absolute quiet must exist during the question and answer period. When the correct answer is given, the audience may cheer for its team but return again to complete silence when the emcee announces the next question number.
2. The Super Quiz Relay will consist of 13 questions for each of the three competition levels. Each question will have a value of 1 point. The 39-point maximum team score will come from the scores of each competition level being summed and will determine the Super Quiz Team awards. SQ points will not be used to determine the overall individual or team awards.
3. Two questions for the Super Quiz will be taken from the USAD study materials for Art, Economics, Literature, Music, Science, and Social Science. One question per round will cover math. There will be no listening question from the music section.
4. Teams sit apart from the audience for convenience in each competition level getting quickly to the testing station during the three rounds of ten questions each per level. The first round features all Varsity students at testing stations as they have come from being seated on row 1. Following is the order of contestants for the nine rounds:
:
Round 1 Varsity 7-9
Round 2 Scholastic 4-6
Round 3 Honor 1-3
5. After the procession, there are usually welcoming remarks, an invitation to the audience to answer the test questions on an Audience Participation Answer Sheet (SUPER QUIZ-7 handed to them as they entered the room), reference to this year's Super Quiz topic, as well as to the last three or four topics, and instructions to the team members and proctors.
6. Coaches are not seated with their teams but usually in a reserved section apart from the teams. Students are not to have any materials of any kind with them during the quiz. Proctors are assigned throughout the student seating area for supervision and for the purpose of escorting students to restrooms in emergencies.

Testing Procedure

1. All questions are multiple-choice. A question is shown on the projection screen while the emcee reads the question aloud, and the students read the question that has been placed in front of them face down. It is the students' responsibility to turn the question over when the emcee begins reading it. The questions may be typed on index cards, but it is easier to prepare them on 8 ½ x 11 paper from the 8 ½ x 11 original sent to the meet coordinator.
2. Teams **MUST** select a lead student for each academic level to select/mark their group answer.
3. During the time the emcee is reading the question, the students are allowed non-verbal communication.
4. Once the last word of the last multiple-choice answer is read aloud, the students have ten (10) seconds to orally discuss and select/mark their answer; then a buzzer sounds to indicate time is up (20 seconds for the math question). When the lead student marks the answer, he/she holds the pencil in the air until the answer sheet is scored by the proctor. The correct answer is revealed on the projection screen at the same time the emcee announces the correct answer.
5. The student marks his answer by circling one choice from A, B, C, D, or E. If the student marks his/her answer after the buzzer, no credit is given. If he/she marks his answer in any manner other than circling, credit may be given if intent is clear in the eyes of the proctor. If a student changes an answer, it must be done before the buzzer and still be clear to the proctor what his/her intent was. If the answer for a question is marked on the space for another question, the answer will be counted as incorrect. The answer will be erased and the student can answer the next question.
6. If an answer, right or wrong, is called out by the audience and is heard by the emcee, the question will be eliminated and an alternate question may be substituted. However, once the limited number of alternate questions has been exhausted, the voided questions will be eliminated and the total value of the relay Super Quiz will be reduced by 1 point for each voided question. If TAD does not send alternate questions, each meet coordinator will prepare one varsity alternate, one scholastic alternate, and one honor alternate question (contact the state office for assistance).
7. While there is a fifteen-minute time at the end of Super Quiz to submit appeals (especially on correctness of answers), a coordinator may invite coaches to submit these during the quiz in order to give the appeals committee time to rule on them.

8. After the proctors score the answer sheets, it is time for the score to be reflected on the score stand. This score is a cumulative score for all correct answers of all competition levels. It is an unofficial score until all scores have been verified and totaled after round three. While it is acceptable for proctors to flip the charts, it is more exciting (and recommended) for the student to do this. We also recommend flipping the chart after each question rather than after each round. If cards are not flipped after each question, each school should develop a system of signaling to its visitors in the audience so they know if the students' answer was correct. *(It is possible to run Super Quiz without score stands, but we recommend that some form of running display of scores be implemented in order to keep the excitement going for students and audience alike.)*
9. After the Varsity students have answered thirteen (13) questions and the "lead" student has initialed the score sheet indicating he/she agrees with the proctor's total score, the students return to their seats and the scholastic students go through the same procedure. This continues with the Honor students.
10. After round 3, there will be at least a fifteen-minute break:
 - a. to allow proctors and Super Quiz officials time to verify the team totals and
 - b. to allow appeals to be submitted and ruled upon.Proctors are to remain at their stations until final scores have been certified.

Scoring Stands and Flip Chart

Each region may choose to display correct answers in a method convenient for the region. If scores are displayed, the following are two methods:

1. The most economical scoring stand is the music stand used by your band or orchestra director. Simply borrow one per team.
2. Use lightweight poster board and cut in sizes of 8 ½" x 11". Number on one side in large numbers 0 through 39 horizontally. Have a backing piece made from heavy matte board. Bind the top of these 40 numbers plus the matte board with plastic binding combs or metal rings. Place one set on each music stand with the zero showing from the front. (Or a set of such numbers may be used without binding them.)

PowerPoint and Student Test Questions

1. TAD will send coordinators a PowerPoint presentation which can be used to project the questions/answers.
2. TAD will also send one set of 8 ½" x 11" *questions without answers* (one question & answer stem per page). These originals will be used to produce the questions to be given to the students at their stations. It is recommended that these be color coded according to each of the three ID labels, namely Varsity, Scholastic, and Honor.

Suggested Super Quiz Relay Script Outline

1. Students are in designated seating ten minutes before the beginning or are in designated area for processional.
2. Proctors are at their stations.
3. Appeals committee is at assigned table.
4. Opening comments, welcome, recognition of dignitaries, comment of SQ topic, etc.
5. Items under "Testing Procedure" are given for benefit of students as well as audience.
6. Audience is encouraged to participate using the special form.
7. Explain the requirement of absolute quiet during the question and answer period, but cheers when answer is announced.
8. The normal pattern for reading and answering questions will be:
Proctors, place the next question face down.
Question 1 (lead student turns paper over as question is read – students use non-verbal communication to discuss answer; once last answer choice is read, students QUIETLY discuss answer choice and mark/make selection).
(10 {or 20}-second time limit and whistle/bell)
Time: Pencils up.
The correct answer is _____.
Proctors, score the question.
Students, add one to your scoreboard if correct.
Proctors, place the next question face down
Question 2 – same routine.
9. After Honor students, announce a 15-minute break while proctors double check scores and appeals are submitted. The audience will be dismissed and an announcement made that Super Quiz awards will be presented at the awards program (or immediately following the Appeals time.) Scores on each stand are UNOFFICIAL pending appeals and verification.

Scoring Report

Page SUPER QUIZ-8 is a model of the team answer sheet. One must be prepared for each team. Team name and number should be printed in advance. Students will mark their answers on this form. A proctor will mark each as correct or draw a line through the question number. A proctor will place total correct in the appropriate place and the student will initial the report indicating he/she agrees with the posted number of correct answers. At the end of round 3, the team answer sheets for all teams will be sent to the scoring room. NOTE: USAD National Finals includes ONE math question per round.

Super Quiz Layout

1. The most desirable physical arrangement is one where the audience and the team (in its holding area) can face the projection screen(s) and see all scoreboards (example with 13 teams on SUPER QUIZ- 9).
2. Rather than teams being seated in team order (01, 02, 03, etc.), they are seated in a way that places them closest to their testing station. Thus, a team seated to the extreme right does not have to walk each round to a station to the extreme left of the gym.
1. The example with 30 teams is less preferred, as it causes the audience not to be able to view all scoreboards and thus not be able to compare scores of their team with other teams. (SUPER QUIZ-10)
2. While the school gymnasium is used often with a smaller number of teams, it may be necessary at larger meets to consider a university gymnasium or a civic center. Many sites require a protective covering to be used on the floor.
3. If a very large screen cannot be obtained, use 2-3 smaller screens so that all of the audience can see.
4. Team stations need to be labeled with school names or numbers and identified on the Audience Participation Sheet so that the audience can locate where every team is testing.
5. Check in advance the facility lighting so that questions on the screen(s) can be read as some lights are too bright.
6. Some meets have one proctor per team while most use one proctor monitoring two teams; either choice is sufficient.
7. Rather than the proctor laying the question open in front of the student, it is recommended that it be placed face down at the time instructed and allow the student to pick it up and flip it over for viewing.

Relay Chairperson

1. Familiarize yourself with the Decathlon and Super Quiz Relay and secure the following personnel (some individuals may serve in dual roles).
 - a. Supervisor to train proctors at testing stations. This will take place 1-1½ hours before the Super Quiz
 - b. Proctors to score answer sheets (1 for every 2 schools or one for each school) and hand out questions at testing stations
 - c. Monitors stationed among the teams and audience to give crowd control and require quiet time
 - d. Person to distribute Audience Participation Sheets and pencils
 - e. PowerPoint operator
 - f. Emcee (one who can guarantee to integrity of the test since he/she will need to have the questions 3-4 days in advance to learn the correct pronunciation of names and difficult words)
 - g. Timer – will work a stopwatch and ring bell or sound whistle
 - h. Appeals committee (will probably be selected by meet coordinator)
 - i. Person to organize the processional, if this is done

2. Materials needed for relay
 - a. Pencils for each testing station plus audience
 - b. Red markers for proctors
 - c. Team banners for march-in (optional)
 - d. Computer with PowerPoint installed, thumb drive with Super Quiz Relay file, projection screen(s), projector, and extra bulb(s)
 - e. Sound system
 - f. Whistle, bell, or other item to be a “time’s up” signal
 - g. Stopwatch
 - h. Script for emcee
 - i. Podium
 - j. Flip charts (scores)
 - k. Music stands for flip charts
 - l. Set of questions (color-coded) for students at each testing station
 - m. Scoring report for each team with team names and numbers already coded
 - n. Name tags for all persons with duties in Super Quiz
 - o. Audience Participation forms
 - p. Chairs and tables or chairs and chair-desks at testing stations
 - q. Extension cords

3. At the coaches’ meeting on Friday afternoon or Saturday morning, go over all plans about the Super Quiz that teams need to know. If a meet has an assembly for all teams, this can also be discussed here. For meets that have a processional, instructions may be given in the holding area prior to march-in.

SUPER QUIZ

Audience Participation Sheet

- | | | | | | | | | | | | |
|-----|---|---|---|---|---|-----|---|---|---|---|---|
| 1. | A | B | C | D | E | 28. | A | B | C | D | E |
| 2. | A | B | C | D | E | 29. | A | B | C | D | E |
| 3. | A | B | C | D | E | 30. | A | B | C | D | E |
| 4. | A | B | C | D | E | 31. | A | B | C | D | E |
| 5. | A | B | C | D | E | 32. | A | B | C | D | E |
| 6. | A | B | C | D | E | 33. | A | B | C | D | E |
| 7. | A | B | C | D | E | 34. | A | B | C | D | E |
| 8. | A | B | C | D | E | 35. | A | B | C | D | E |
| 9. | A | B | C | D | E | 36. | A | B | C | D | E |
| 10. | A | B | C | D | E | 37. | A | B | C | D | E |
| 11. | A | B | C | D | E | 38. | A | B | C | D | E |
| 12. | A | B | C | D | E | 39. | A | B | C | D | E |
| 13. | A | B | C | D | E | | | | | | |
| 14. | A | B | C | D | E | | | | | | |
| 15. | A | B | C | D | E | | | | | | |
| 16. | A | B | C | D | E | | | | | | |
| 17. | A | B | C | D | E | | | | | | |
| 18. | A | B | C | D | E | | | | | | |
| 19. | A | B | C | D | E | | | | | | |
| 20. | A | B | C | D | E | | | | | | |
| 21. | A | B | C | D | E | | | | | | |
| 22. | A | B | C | D | E | | | | | | |
| 23. | A | B | C | D | E | | | | | | |
| 24. | A | B | C | D | E | | | | | | |
| 25. | A | B | C | D | E | | | | | | |
| 26. | A | B | C | D | E | | | | | | |
| 27. | A | B | C | D | E | | | | | | |

Texas Academic Decathlon®

I. VARSITY ROUND

(student numbers ending in 7, 8, & 9)

Team number/name _____ / _____

1.	A	B	C	D	E	Correct	
2.	A	B	C	D	E	Correct	
3.	A	B	C	D	E	Correct	
4.	A	B	C	D	E	Correct	
5.	A	B	C	D	E	Correct	
6.	A	B	C	D	E	Correct	
7.	A	B	C	D	E	Correct	
8.	A	B	C	D	E	Correct	
9.	A	B	C	D	E	Correct	
10.	A	B	C	D	E	Correct	
11.	A	B	C	D	E	Correct	
12.	A	B	C	D	E	Correct	
13.	A	B	C	D	E	Correct	

Varsity Total: _____/13

II. SCHOLASTIC ROUND

(student numbers ending in 4, 5, & 6)

1.	A	B	C	D	E	Correct	
2.	A	B	C	D	E	Correct	
3.	A	B	C	D	E	Correct	
4.	A	B	C	D	E	Correct	
5.	A	B	C	D	E	Correct	
6.	A	B	C	D	E	Correct	
7.	A	B	C	D	E	Correct	
8.	A	B	C	D	E	Correct	
9.	A	B	C	D	E	Correct	
10.	A	B	C	D	E	Correct	
11.	A	B	C	D	E	Correct	
12.	A	B	C	D	E	Correct	
13.	A	B	C	D	E	Correct	

Scholastic Total: _____/13

III. HONORS ROUND

(student numbers ending in 1, 2, & 3)

1.	A	B	C	D	E	Correct	
2.	A	B	C	D	E	Correct	
3.	A	B	C	D	E	Correct	
4.	A	B	C	D	E	Correct	
5.	A	B	C	D	E	Correct	
6.	A	B	C	D	E	Correct	
7.	A	B	C	D	E	Correct	
8.	A	B	C	D	E	Correct	
9.	A	B	C	D	E	Correct	
10.	A	B	C	D	E	Correct	
11.	A	B	C	D	E	Correct	
12.	A	B	C	D	E	Correct	
13.	A	B	C	D	E	Correct	

Honor Total: _____/13

Division: Large Medium Small

Students

- Each question will be read out loud and projected onto the screen.
- After the question is read, the emcee will say "begin," which begins the 10-second timer and begins the time the team members can verbally communicate with each other (only non-verbal communication is allowed before the reader says "begin"). (For the 13th question, there will be a 20-second answer period)
- During the answer period, one team member must mark the team answer sheet by circling a letter A – E.
- The answer will be revealed on the screen, read out loud, and a proctor will score the team's answer.

Proctors

- For each correct answer, circle "Correct" to the right of the question number.
- For each incorrect answer, draw a line through the question number.
- Please count the number of "Correct" circles and place that number at the bottom for each round (Varsity, Scholastic, Honors)
- At the end of all rounds, please count the number correct and enter into the square below.

Total correct answers
(Maximum Score = 39)

Verification Initials: Proctor _____ Student _____

Super Quiz Relay (Setup Example 1)

Projection Screen

Timer

Reader

Projector

TEAM
1

TEAM
2

TEAM
3

TEAM
4

TEAM
5

TEAM
6

TEAM
7

TEAM
8

TEAM
9

TEAM
10

TEAM
11

TEAM
12

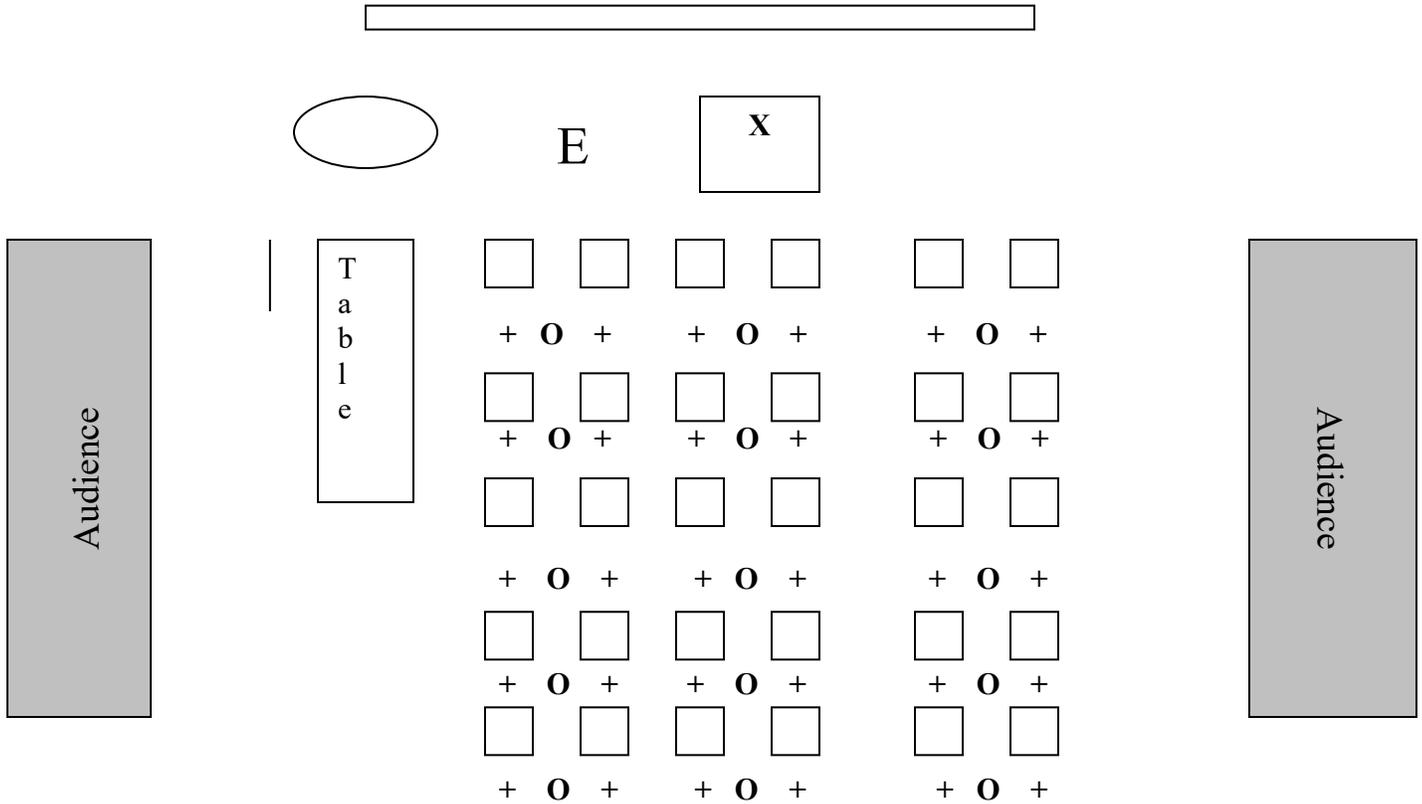
TEAM
13

Appeals

Students

0101	0601	1001	0201	0701	1101	0301	0801	1201	0401	0901	1301	0501			
0102	0602	1002	0202	0702	1102	0302	0802	1202	0402	0902	1302	0502			
0103	0603	1003	0203	0703	1103	0303	0803	1203	0403	0903	1303	0503			
0104	0604	1004	0204	0704	1104	0304	0804	1204	0404	0904	1304	0504			
0105	0605	1005	0205	0705	1105	0305	0805	1205	0405	0905	1305	0505			
0106	0606	1006	0206	0706	1106	0306	0806	1206	0406	0906	1306	0506			
0107	0607	1007	0207	0707	1107	0307	0807	1207	0407	0907	1307	0507			
0108	0608	1008	0208	0708	1108	0308	0808	1208	0408	0908	1308	0508			
0109	0609	1009	0209	0709	1109	0309	0809	1209	0409	0909	1309	0509			
Monitors			Monitors				Monitors								
COACHES				COACHES				COACHES				COACHES			
					Audience										

Super Quiz Relay (Setup Example 2)



LEGEND

Timer

Screen

Overhead

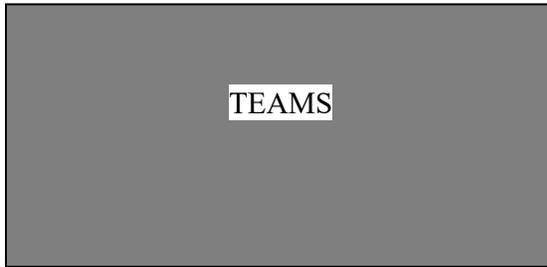
Student Desk Or Table

Chair

Score Stand

Emcee

Proctor Chair



- Honor - 1
- Honor - 2
- Honor - 3
- Scholastic - 4
- Scholastic - 5
- Scholastic - 6
- Varsity - 7
- Varsity - 8
- Varsity - 9

Tie-Breaking Procedure

Revised 8/1/2023

To Determine Highest Place Team Award for Advancement to State/National Competition

Region

The overall goal is to select the top team from each region and the 28 highest scoring teams statewide to have 40 teams advance to the state meet in large school state competitions. The region medium school winners will advance to the state meet and additional highest scoring teams statewide totaling 30 teams advance to the medium school state competitions. The region small school winners will advance to the state meet and additional highest scoring teams statewide totaling 10 teams advance to the small school state competition. In the event more than the designated number of schools earn a score equal to the highest score, then the following shall be the procedure to follow in attempting to select only the set number of teams to represent the Region Academic Decathlon competition.

Use only the seven (7) written tests of competition to determine the *accumulated* score for each team as a whole. The highest combined score will determine the team to be selected as the winner. Tests to use – Mathematics, Science, Economics, Literature, Art, Music, and Social Science.

If two teams should tie for the top overall score in the events, then both teams shall represent the region at the state competition. The next place team shall be considered as winning the “third” place award. Ties in other award categories shall be recognized as ties – each receiving the same appropriate award.

State

The overall goal of this competition is to select the highest scoring team to represent the State of Texas at the United States Academic Decathlon national finals. In the event two or more teams earn a combined score equal to a statistical tie (within three points) for highest overall score, the following shall be the procedure to follow in an attempt to select **one team**, the state winner, to represent the State of Texas at the national event.

Use only the seven (7) written objective tests of competition to determine the *accumulated* score for each team as a whole. The highest combined score will determine the winning team to be selected as the one official team to represent the State of Texas at the United States Academic Decathlon event. Tests to use – Mathematics, Science, Economics, Literature, Art, Music, and Social Science.

Timing Devices

Revised 8/1/2023

Cell phones are not allowed in the testing rooms.

Watches are allowed only if they are silent and do NOT have two-way communication capabilities. No alarms or beepers of any kind are allowed in a testing room.

Unacceptable items will cause the student's paper to be picked up and the student will receive a zero for that test.

The only electronic devices allowed are calculators on math tests and silent timing devices on all tests.

In addition to written materials – no downloadable, programmable or information-holding device – digital or electronic – will be allowed in any of the testing areas.

The device may have many functions such as time-keeping, but if one of the functions fits the previous statement, the device is not allowed.

Example – iPOD, iWatch, iPad, iPhone, PDAs, etc.

There will be no iPODs in any testing room at competition.

Validation/Eligibility/Registration

Revised 8/1/2023

Validation/Eligibility

1. While coaches may make a rough evaluation of what division a student will compete in while they are recruiting students for the team, an official transcript should be available in the summer prior to the start of school and exact grade point averages should be computed so both coaches and students know the division of the students.
2. Students MUST be enrolled full-time based on that definition at their school.
3. Numeric values are assigned as follows:

A	=	4 points
B	=	3 points
C	=	2 points
D	=	1 point
4. For the conversion of numerical grades on the transcript, each school's local grading scale will be what is followed for TAD and USAD competition. If the conversion scale is not on the transcript, it should be sent with the transcript to region and state competition. Example: School A has the following conversion scale that results in the corresponding decathlon grade points:

90-100	=	A = 4 points
80-89	=	B = 3 points
75-79	=	C = 2 points
70-74	=	D = 1 point
69 & below	=	F = 0 points
5. The three divisions are determined by the grade points indicated:

Honor:	3.80-4.00 (may compete only at Honor level)
Scholastic:	3.20-3.799 (may compete at Scholastic or Honor level)
Varsity:	0.00-3.199 (may compete at all levels)

When computing the GPA, there is no rounding up. This 3.199 is 3.199, or varsity.
6. Even though a district may weight advanced classes, there is no weighting of grades for courses that count for the Decathlon GPA. An "A" grade will count 4 points for Decathlon competition even if it counts 5 points within the local system. Under no circumstances may an "A" grade count three points. The letter grade on the transcript will be used regardless of any plus or minus.
7. Section "COURSES" in this manual includes all courses to be used in computing the GPA.
8. If a GPA approved course receives more than one credit, multiply the number of credits times the number of grade points and divide by the increased number of credits.

9. Foreign exchange students are eligible to participate at their computed division provided they have not graduated from high school in their home country and provided they possess a valid transcript that can clearly be interpreted. If the transcript is unclear, or if there is no transcript, the student must compete in the Honor division.
10. If a student receives a failing grade in any academic course, the F is counted in averaging the student's grades even though no credit is given. When a course has been failed prior to the focus period for which the GPA is being computed but repeated during that period, only the repeat grade is counted. When a course is failed and repeated during the focus semesters, both grades will be counted in the GPA. Also, when a student repeats a course with an original passing grade, both grades are counted in the GPA if both are taken in the focus period.
11. How should GPA be calculated for a class where the student passes but is denied credit due to excessive absences? If a student received no credit due to excessive absences in a GPA approved course, the course should be counted. However, the student should receive zero grade points for that course regardless of the grade on the transcript. The transcript should be clearly marked to indicate that the "no credit" was due to excessive absences, or an explanation of the reason must be attached to the student's records.
12. Incomplete grades for GPA approved courses are not included in computing the GPA unless the student received an F that appears on the transcript. Once a grade is given to remove an incomplete, that grade must be used to determine the Decathlon GPA.
13. If a GPA approved course receives only a pass/fail grade on the transcript, the following scale shall be used:
 - Pass = 4 grade points
 - Fail = 0 grade pointsIf the transcript shows a numeric grade and a pass/fail grade, then the numeric grade shall be used in accordance with that school's usual numeric-letter grade conversion scale.
14. Community or college courses are included in the GPA only if high school credit is given and the course is listed on the official school transcript.
15. If a school or a teacher has a policy of changing grades subsequent to receipt of advanced placement test scores, the new grade must be used for the computation of the Decathlon GPA.
16. Participation in the United States Academic Decathlon is open to all students, regardless of race, creed, color, gender, national origin, disability, or handicap.
17. Correspondence courses, if listed on the transcript, count as any other courses.
18. If a student's grades are not available, the student must compete in the Honor division.

19. Find the *GPA Worksheet* in the “Forms” section of the TAD website: txacadec.org/coaches. The *Worksheet* is in MS Excel. Instructions are found on the first tab. The grades to be used come from the previous year as listed below:

Twelfth graders:	All of eleventh and tenth grades, plus summer sessions between eleventh and twelfth and tenth and eleventh.
Eleventh graders:	All of tenth and ninth grades, plus summer sessions between tenth and eleventh and ninth and tenth.
Tenth graders:	All of ninth and eighth grades, plus summer session between ninth and tenth and eighth and ninth.
Ninth graders:	All of eighth grade, plus summer sessions between eighth and ninth.

Courses to be used for **eighth grades** will be language arts (English and reading), mathematics, science, social studies, and foreign language. If language arts consists of only English, only use this grade. (A list of acceptable 8th grade courses can be found in section “COURSES” of this manual.)

20. The following directions may be helpful in filling out the GPA computation worksheet.
1. Secure an official transcript (with Registrar’s seal/signature, or coded/watermarked paper) for each student
 2. Compare the courses listed to the list of “Courses for GPA” (included in this manual).
 3. List the eligible courses on the worksheet under the proper semester.
 4. Fill in the grades (numerical) for each course listed.
 5. Using the conversion scale given in the “VER” section of this manual, fill in the grade points for each course.
 6. Total the grade points for both years (including summer school) and divide the total by the number of courses taken. The result is the GPA that is used for purposes of the Academic Decathlon.

For additional information, call the Contest Coordinator or the Validation Chair.

21. Within each state, the determination of the composition of each team is made by the State Academic Decathlon organization and/or the State Director. The state championship team that attends the National Finals, however, must be comprised according to the guidelines above. The nine students who attend the National Finals must be the same nine students who participated and won the State competition. In case of an “extreme medical emergency” and/or “death in the immediate family” occurring after the state competition, the State Executive Director and the Executive Director of the United States Academic Decathlon (USAD) will determine the eligibility of another student to replace the absent team member. The state Academic Decathlon organization has the full authority to declare the first-place team ineligible to attend the National Finals in accordance with the rules and practices of their own state organization, and may send the second-place team to represent their state. USAD will be notified promptly of such an occurrence. If an at-large team is invited to the national competition, the team **MUST** come from a different USAD division than the state winner.

22. If only a single yearly average is listed on a transcript for a class which grants one credit, or which is a full year class, the yearly average should be listed two times on the AcaDec GPA Worksheet, once for each semester with appropriate grade points.
23. Credit for a course that is awarded as a result of a credit-by-exam should not be used in calculation of GPA for Academic Decathlon, even if it is on the list of courses found in the *COURSES for GPA* section of the Academic Decathlon Manual.
24. The Texas Academic Decathlon is an approved organization of the Texas Education Agency (TEA) and as such has agreed to follow University Interscholastic League (UIL) guidelines regarding student participation in extracurricular activities. Student absences for Decathlon will be considered excused provided the local Board of Trustees supports the team's participation. The general eligibility requirement, outlined in Subchapter M, Section 400 of the *UIL CONSTITUTION AND CONTEST RULES* applies to Texas Academic Decathlon. Coaches are advised to look at this section closely.
25. **NO PASS, NO PLAY:** IT IS THE RESPONSIBILITY OF EACH DECATHLON COACH TO SEE THAT TEAM MEMBERS ARE ELIGIBLE, GRADE-WISE TO PARTICIPATE AT REGION AND STATE MEETS.

Registration for the Region Meet

1. A registration packet will be sent to coaches well in advance of the region meet. The following must be included. They are found on the Texas Academic Decathlon website <https://forms.gle/nNKCxefGspf7mnXf7> in electronic form.
 - Team Registration form (1 per team)
 - Numeric / Letter Grade Conversion Form (1 per team)
 - Student Registration form (1 per team member, including alternates)
 - Student Permission form (1 per team member, including alternates)
 - GPA worksheet (1 per team member, including alternates)
 - Special Request form (1 per team, even if there are no special requests)
 - Student observer form (1 per team; include observer and/or alternates; Limit: 3)
 - Request for student replacement (*submit only if needed*)
2. A team may submit a full registration packet for one alternate in varsity, one in scholastic, and one in honor if they desire. These three packets should be clearly labeled “ALTERNATE” and would be evaluated only if there became a need to substitute. **SUBSTITUTIONS MUST BE MADE NO LATER THAN 24 HOURS PRIOR TO THE 1ST EVENT.**
3. All students in attendance (participants and observers) must meet the state criteria for eligibility for participation in extracurricular activities.
4. The packet from region will contain other forms to be submitted such as hotel, transportation, etc.

Registration for the State Meet

1. Teams who qualify for state will not need to submit any of the forms listed in #1 above, unless there is a need to replace a student due to the reasons allowed. The packet, physical or digital link, from region will be **mailed by the region coordinator** to the state meet coordinator immediately upon teams being announced who qualify.
2. The VALIDATION COMMITTEE at state will recalculate all grade point averages and certify all students to be competing in the correct division even though these were verified at region. (not necessary for honor students)
3. Students competing in a designated division at region may not be changed for state, even though they qualify for both divisions. (Example—students S-5 and H-8 both are actually scholastic students. They may not be reversed between region and state.)

Validation Committee and Chair

1. The deadline for all validation materials (team registration, student registration, transcripts, GPA worksheets, etc.) should be at least one month before the meet. A good date is usually the day before the Christmas holidays (for region).
2. This committee will verify all contestants' GPA's from the transcripts and GPA worksheets by having all GPA's computed by two different persons. Coaches will be contacted immediately if problems exist, especially if it affects the division in which the student is to compete.
3. Once the GPA's have been verified, the Team Registration Form will be given to the Computer Scoring Committee to enter student name and ID numbers. A computer printout of students and coaches should be sent to the coach to verify all information for spelling and accuracy.
4. This committee will be ready the day after the region meet to send all validation forms to the state meet coordinator for those teams qualifying for state.

Identification Badges for Students

While the Validation Committee and the Registration Committee will be the first to have lists of students and their ID numbers, it is recommended that a special committee be responsible for the ID badges for students, and do the following:

1. Determine the style of badge and purchase them.
2. Determine any special design that may go on the badge
3. Have badges printed with student name, ID number, and testing room number
4. Place badges in badge holders
5. Sort by schools to be handed out at registration
6. (optional) This committee could also be responsible for nametags for coaches, judges, proctors, observers, volunteers, etc.
7. Refer to "Name ID-1" for more information.

Registration Committee and Chair

1. First responsibility is to determine what is to be included in the packet of materials to be sent to each school. The items below are possibilities and will vary from region to state. Some of these items may have been distributed at the fall coaches' meeting.
 - Team registration form
 - Student registration form
 - GPA worksheets
 - Student permission form
 - Request for student replacement
 - Special Request form
 - Student Observer form
 - Welcome letter
 - Meet schedule
 - Hotel information
 - Meet transportation, if available
 - City maps
 - Administrators to attend and to present medals
 - Building floor plan
 - Seating for awards program
 - Meal request
 - Super Quiz Arrangement
 - Team photos
 - T-shirt form (state meet)
 - Social activities for Saturday evening (state meet)
 - Dress code/Code of conduct
 - Speech/Interview schedule

2. The next task is to organize any registration activities that occur at the team's arrival. These may include the handing out of name badges, items of last minute change, etc. Registration may occur at the host high school or at the hotel as teams arrive.

Replacement of Team Member or Team

Region Meet

The Board of Directors of the Texas Academic Decathlon would like for each team to compete with a full team of nine members at each competition and therefore will allow substitution if they are within guidelines.

Team members competing at region meets may be replaced if unusual circumstances occur which prevents a member from attending the region meet. Team member substitution must be done as early as possible but no later than twenty-four hours prior to the region contest. Team member substitution forms are provided on the TAD website and must be completed and approved by the district superintendent or his designee and forwarded to the region host with all supporting data; i.e. GPA, transcripts etc., no later than 24 hours prior to the beginning of the contest. More leniency should be used for team member substitution at region meets than at the state contests. The team coaches should have a student or two in reserve in each classification in case a student replacement is necessary. All supporting information should be completed for these additional students in case it will be needed at the last moment.

State Meet

Substitution of a team member for teams that have qualified for the State meet will only be approved by the State Executive Director in extreme emergency situations such as death of a family member, accident which incapacitates a team member, failure of a course, etc. If a student substitutes at region, he will be the student to compete at state (unless the school opts to have only two students in that division for region competition.) Each substitution must be submitted to and approved individually by the State Executive Director prior to competition. These requests must be submitted to the State Executive Director at least twenty-four hours prior to competition date and the substitute may not compete without the State Office's approval. Any matter that cannot be resolved by the State Office will be resolved by the Academic Decathlon Board Executive Committee prior to the contest.

The composition of each team is made by the State Academic Decathlon organization and/or the State Executive Director. The state championship team to attend the National Finals, however, must be comprised according to the guidelines above. The nine students who attend the National Finals must be the same nine students who participated in and won the State competition. In case of "extreme medical emergency" occurring after the state competition, the State Executive Director and the Executive Director of USAD shall determine the eligibility of another student to replace the absent team member.

The State Academic Decathlon organization has the full authority to declare the first place team ineligible to attend the National Finals in accordance with the rules and practices of its own state organization, and may send the second place team to represent its state. USAD will be notified promptly of such an occurrence.

Code of Student Conduct

All team members are expected to conduct themselves in a proper manner while attending an Academic Decathlon event, including all travel, hotel, and sightseeing time associated with their participation in the Regional or State meet of the Texas Academic Decathlon. Appropriate conduct of team members is the **sole responsibility** of the team coach(es)/school administrator who has the legal responsibility of chaperone for his/her team members at all times. Students should be under the supervision of the coach during all activities including those at school campuses, eating establishments, hotels, and travel.

Inappropriate conduct includes but is not limited to:

1. Damage to or vandalism of any property
2. Appropriation of memorabilia from a hotel or competition site
3. Use of alcohol, tobacco, or illegal drugs by students, regardless of age
4. Use of water pistols, water balloons or other creative missiles at a hotel or competition site
5. Fighting, loud noise, or any other behavior which is disruptive to others at a hotel or competition site
6. Any behavior toward another student that is deemed inappropriate by the Competition Coordinator and site Appeals Committee
7. Any behavior directed toward a judge, proctor, or meet volunteer that is deemed inappropriate by the Competition Coordinator and site Appeals Committee.
8. Being in possession of any illegal weapon
9. Plagiarism or reuse of speech material (ENTIRE team may be disqualified if proven).

Financial liability for all damage incurred by actions of a team member shall be the sole responsibility of that team member and his/her parents.

Student Dress Code

Team uniforms are permissible, but not required. Distracting apparel during any part of a meet should be avoided. This includes hats of any kind (except those worn for religious reasons), excessively baggy, torn or ragged clothing, or excessively revealing clothing. If a test proctor, meet official, or coach observes violations of the dress code, the student should be given the opportunity to comply with the dress code prior to competition in an event. Once a student has been allowed to compete in an event he or she may NOT be disqualified from that event because of dress code violations.

Failure to comply with the Code of Student Conduct and/or the Student Dress Code may result in disqualification from the event, the entire competition and the awards ceremony.

In case of any incident the Competition Coordinator shall assemble the Appeals Committee to determine appropriate action. Appropriate action may include individual and/or team disqualification. Any disqualification(s) will be reported to the TAD Executive Director and the appropriate school administration.

UIL – University Interscholastic League

Modifications for students with special needs

Basic Philosophy

When determining whether a student with special needs can compete in UIL academic events, we look at the needs of all the contestants and ask the following questions.

1. Can the student compete at the same time as the other contestants?
2. Does the student who has to be given special consideration gain an advantage?
3. Does the student who has to be given special consideration cause the other contestants to work at a disadvantage?

Requesting special needs modifications

UIL staff members will make some adaptations for students with special needs and 504 competitors on an individual request basis. The request must be in writing on school stationery and the conditions of the adaptations must adhere to the following criteria.

- a. the student must be able to compete at the same time as the other contestants in his/her district or region;
- b. the student who is given special consideration does not gain an advantage over other contestants; and
- c. the student who is given the special consideration does not cause the other contestants to work at a disadvantage.

Examples

The use of a brailled copy or computer in writing and spelling competitions, enlarged test copy or use of a magnifying glass may be made for a visually impaired student. However, a request to give a student an extra 15 minutes in ready writing will be denied.

The request for special needs adaptation should be made at least two weeks prior to the contest. Only one response letter is needed for the adaptation to be permitted at any level of spring meet academic competition. However, if the student advances to the next higher meet, it is the responsibility of the student's school to notify the region or state office immediately.

The individual school district is responsible for making arrangements for tests to be typed in braille or enlarged through the special education cooperative or other facility which services the student with the handicapping condition. The school district is also responsible for providing equipment and translators where needed to enable the adaptation. Contest directors or district directors may enlarge copy for special needs contestants upon receipt of an adaptation letter.

Visual Impairments/Dyslexia

The district meet host may enlarge a test or tests to accommodate visually impaired students. For students who need contests brailled, TAD will provide a copy of the test to the appropriate school administrator, whose responsibility it is to have the contest brailled, to maintain strict contest confidentiality and to provide the brailled contest to the district meet academic contest director in a timely manner. Students who need region or state meet contests brailled must submit a formal request to Rick Hopkins, Executive Director, at least two weeks prior to the contest.

Motor Skills Impairments

Students with motor skill impairments may be granted special needs modifications. For example, students with muscular dystrophy may be allowed to use laptop computers to compose their essays. Requests are handled on a case-by-case basis. Full documentation of rationale for allowing the modification is required before competition day begins.

Separate Room

Under special circumstances, students may be allowed to take their contest in a room separate from the other competitors. Requests are handled on a case-by-case basis. Full documentation of rationale for allowing this modification is required to be sent with the other students' registration packet.

Additional Time

Under no circumstances will students be allowed additional time to complete a contest, even if the student's IEP allows him or her additional time to complete basic course work and standardized tests.

Alteration of Judging Criteria

Under no circumstances will TAD alter a contest's judging criteria. For example, a request not to penalize a student for spelling on a written portion of the literary contest will be denied since it assumes that the student would have spelled every word correctly. This would give the student an advantage over the other contestants.

TEXAS ACADEMIC DECATHLON

Team Registration Form

Region _____ Academic Decathlon Team Members

Place an "X" in the appropriate box

Large School: _____

(6A as of Oct 15 of current year)

Medium School: _____

(5A as of Oct 15 of current year)

Small School: _____

(4A-1A as of Oct 15 of current year)

Attach all necessary team registration forms and student registration forms / transcripts.

HIGH SCHOOL CAMPUS: _____

COMPLETE CAMPUS ADDRESS: _____

CAMPUS PHONE NUMBER: _____ CAMPUS FAX: _____

COACH 1 INFORMATION:

COACH 2 INFORMATION:

NAME: _____ NAME: _____

EMAIL: _____ EMAIL: _____

CELL PHONE #: _____ CELL PHONE #: _____

OFFICIAL TEAM MEMBERS:

Honor Team Members

--HONORS--

GPA Range

3.80 – 4.00

H 1: _____

H 2: _____

H 3: _____

Scholastic Team Members

--SCHOLASTIC--

GPA Range

3.2 – 3.799

S 4: _____

S 5: _____

S 6: _____

Varsity Team Members

--VARSITY--

GPA Range

0.00 – 3.199

V 7: _____

V 8: _____

V 9: _____