

# **Texas Academic Pentathlon Competition Manual For Coaches, Coordinators and Hosts**



## **Region Competition**

---

**Texas Academic Pentathlon  
Rick Hopkins, Executive Director  
1819 N. Main Avenue, Mailbox No. 621  
San Antonio, TX 78212-4299  
210-486-0550**

**[rhopkins@alamo.edu](mailto:rhopkins@alamo.edu)**

This Texas Academic Pentathlon publication is not copyrighted.  
Any or all sections may be duplicated.

*Revised 8/1/2018*

# **Texas Academic Pentathlon**

## **Competition Manual**

**For Coaches, Coordinators and Hosts**



# **Table of Contents**

**Introduction**

**Appeals**

**Awards Program**

**Calculators**

**Coordinator's Responsibilities**

**Essay**

**Facilities**

**Food Service**

**Medals and Plaques**

**Name ID Badge**

**Proctors-Runners-Tests**

**Recruitment Strategies**

**Registration Form**

**Schedule**

**Scoring**

**Super Quiz**

**Ties**

**Timing Devices**

**Validation**

# **Introduction to the Texas Academic Pentathlon**

*Revised 8/01/2018*

## ***History***

After the Orange County (California) Department of Education inaugurated the Academic Decathlon competition for high schools in 1968, it proceeded in 1984-85 to experiment with a similar program for lower grades. The Pentathlon came to Texas in 1985. A Pentathlon committee formed by TAD initiated plans to have competitions in 1986 at three sites. The Pentathlon competition for seventh grade was held in 1986 and expanded to include the eighth grade in 1987. Today both grade competitions are conducted at six locations in the state.

## ***Philosophy***

It is the intent of the Academic Pentathlon Committee that this competition be scaled to the interests, needs, and philosophy common to Texas seventh- and eighth-grade students and programs. Therefore, contests will only take place at region sites; thus eliminating advanced levels of competition, excessive travel, overnight stays, and loss of school time. The State Board of Education rules regarding extracurricular activities apply to Academic Pentathlon participation.

## ***Concept***

A unique aspect of the Pentathlon 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 30,000 points (6 students x 5 events x 1000 points possible per event). Thus a team could be a complete team with only 2 students in each division.

## ***Five Events of the Pentathlon***

1. Math: 35 problems with a value of 28.57 points each
2. Science: 50 questions with a value of 20 points each
3. Social Studies: 50 questions with a value of 20 points each
4. Language Arts: Essay – 30-minute paper on a prompt from a designated selection from literature for a total of 400 points; a written Literature test of 30 questions with a value of 20 points each (20-minute time limit). Highest score is 1000 points.
5. Fine Arts: Combined Art and Music – 50 Questions with a value of 20 points each

Super Quiz: A collaborative format where varsity, scholastic, and honor students compete as a group. Three rounds of ten questions. Score does NOT count towards team scores.

A student's maximum possible score is 5000 points (5 events x 1000 points)

## ***Competition***

1. Separate competitions are held for seventh and eighth graders
2. A team consists of nine students from the same grade level and the same school
3. A school may enter as many as two teams per grade level (based on space availability as determined by region coordinator).
4. The three divisions of students are determined by the grade points indicated:
  - Honor: 3.75 – 4.00 (may compete only at Honor level)
  - Scholastic: 3.00 – 3.74 (may compete at Scholastic or Honor level)
  - Varsity: 0.00 – 2.99 (may compete at all levels)

Refer to the “Validation” section for the conversion chart of grades to grade points.

5. When computing the GPA, there is no rounding up. Thus, a 2.9974 is a 2.99, or Varsity.
6. GPA averages are based on the fall and spring semester grades of the previous year plus any summer school grades from the session preceding the current grade.
7. The courses to be used to determine GPA are: Language Arts (English and Reading), Mathematics, Science, and Social Studies. If Language Arts consists of just English, only use this grade.
8. Bonus grade points for honor classes, perfect attendance, or other reasons cannot be used in determining GPA.
9. Failing grades are counted in determining GPA.
10. An “incomplete” is not counted.
11. A grade given in a summer school class taken as a repeat course is used in computing GPA. The makeup class grade is counted in whatever year the class was originally taken. If the summer class is not a repeat class, it is included in the GPA for the following year. Use the last three full semesters. If a student failed seventh grade, then repeated and passed, use the repeat grades.

# Appeals

Revised 8/01/2018

An appeal regarding any test items (question or answer) can be made by contestant through his/her appropriate coach. Such an appeal must be presenting in writing to the Academic Pentathlon Coordinator at the earliest break after a test has been completed. Submit such an appeal to the secretary in the competition office for submission to the State Appeals Committee. The time each appeal is submitted will be recorded on the paper by the secretary. No appeals may be made after this break. The decision of the Appeals Committee is final. The decision of the Appeals Committee will be recorded on the appeals form and made available to the coach involved. Questions on any test which have a wrong answer or poor wording may result in all students receiving credit.

## *Appeal Information*

\_\_\_\_\_ Coach \_\_\_\_\_ Team Room \_\_\_\_\_ Event  
\_\_\_\_\_ School \_\_\_\_\_ Student Name/No. (if needed)  
\_\_\_\_\_ Region

Reason for Appeal:

Decision:

Time Submitted: \_\_\_\_\_ Time of Decision \_\_\_\_\_ Appeal Chairperson Initials \_\_\_\_\_

Print this form on two-part carbonless: 1 copy to coach; 1 copy for meet coordinator

# Awards Program – Sample Script

*Revised 8/01/2018*

Welcome by \_\_\_\_\_

Thank you \_\_\_\_\_. We have now arrived at the event that culminates the day's activities – the Awards Presentations. My name is \_\_\_\_\_, and I will be conducting this exciting program.

Assisting me with this presentation of awards are: \_\_\_\_\_ and \_\_\_\_\_.

I would like to review for you the procedures that we will be following as we present the awards today.

Since there are seventh- and eighth-grade teams participating in the Pentathlon, we will present all of the awards for the seventh grade first and then all of the awards for the eighth grade.

(It is permissible to intermix 7<sup>th</sup> and 8<sup>th</sup> grade awards in this order)

7<sup>th</sup> Math

8<sup>th</sup> Math

7<sup>th</sup> Science

8<sup>th</sup> Science

7<sup>th</sup> Social Studies

8<sup>th</sup> Social Studies

7<sup>th</sup> Fine Arts

8<sup>th</sup> Fine Arts

7<sup>th</sup> Language Arts

8<sup>th</sup> Language Arts

7<sup>th</sup> SQ Team

8<sup>th</sup> SQ Team

7<sup>th</sup> Individual Overall

8<sup>th</sup> Individual Overall

7<sup>th</sup> Team Overall

8<sup>th</sup> Team Overall

Gold, silver, and bronze medals will be awarded to individual winners in each division and each event, and to the overall individual winners. The top three winning teams will receive a team plaque and individual medals for all nine team members and two coaches. The top three Super Quiz winning teams will receive a team plaque and individual medals for all nine team members and two coaches.

For the areas of language arts, math, science, fine arts, and social studies we will present individual 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place medals in Varsity, Scholastic and Honor. We will also do this for students with the highest overall scores in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>. Team medals for the coaches and team members plus plaques will be awarded for Super Quiz and Team Overall. Students whose names are called should proceed to the awards table. As soon as you receive your medal, please take a place on the riser. All winners should stay on the risers until the audience is instructed to applaud.

Each team will receive three gold medals (to be given later to the top scoring Varsity, Scholastic, and Honor student on the team). These will be in the coaches' packets at the end of this program. We are ready to begin.

## Language Arts

The Language Arts competition consisted of a thirty-minute essay based on a novel read by all students. Contestants wrote an appropriate response to one of three questions, supporting their point of view in at least three well developed paragraphs that included specific examples from their reading experience. Additionally, students took a thirty-question exam. The scores were compiled for a maximum of 1,000 points. (The narrative will be different for 7<sup>th</sup> and 8<sup>th</sup> grades – the names of the different novels may be added.)

***Third Place Winners are: (Actually read from computer generated report.)***

VARSAITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

***Second Place Winners are:***

VARSAITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

***First Place Winners are:***

VARSAITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

**CONGRATULATIONS**

**YOU MAY RETURN TO YOUR SEATS.**

## MATHEMATICS

The second category is Mathematics. Students were tested over concepts emphasized in general mathematics, pre-algebra, and life skills.

*Third Place Winners are: (Actually read from computer generated report.)*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

*Second Place Winners are:*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

*First Place Winners are:*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

## CONGRATULATIONS

YOU MAY RETURN TO YOUR SEATS.

**SCIENCE**

*Third Place Winners are: (Actually read from computer generated report.)*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

*Second Place Winners are:*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

*First Place Winners are:*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

**CONGRATULATIONS**

YOU MAY RETURN TO YOUR SEATS.

**SOCIAL STUDIES**

*Third Place Winners are: (Actually read from computer generated report.)*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

*Second Place Winners are:*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

*First Place Winners are:*

VARSITY \_\_\_\_\_ of \_\_\_\_\_

SCHOLASTIC \_\_\_\_\_ of \_\_\_\_\_

HONOR \_\_\_\_\_ of \_\_\_\_\_

**CONGRATULATIONS**

YOU MAY RETURN TO YOUR SEATS.

## SUPER QUIZ

And now we present Super Quiz Team winners. The topic was \_\_\_\_\_

\_\_\_\_\_. The top three Super Quiz teams will receive a team plaque and individual medals for the nine team members and the two coaches.

3<sup>rd</sup> Place: \_\_\_\_\_ school

2<sup>nd</sup> Place: \_\_\_\_\_ school

1<sup>st</sup> Place: \_\_\_\_\_ school

## OVERALL INDIVIDUAL

Students who have the highest combined score for all five events in each division will now be recognized. Please come forward as I call your name. (Computer program should generate the report below.)

3<sup>rd</sup> Place Varsity \_\_\_\_\_ of \_\_\_\_\_ school

3<sup>rd</sup> Place Scholastic \_\_\_\_\_ of \_\_\_\_\_ school

3<sup>rd</sup> Place Honor \_\_\_\_\_ of \_\_\_\_\_ school

2<sup>nd</sup> Place Varsity \_\_\_\_\_ of \_\_\_\_\_ school

2<sup>nd</sup> Place Scholastic \_\_\_\_\_ of \_\_\_\_\_ school

2<sup>nd</sup> Place Honor \_\_\_\_\_ of \_\_\_\_\_ school

1<sup>st</sup> Place Varsity \_\_\_\_\_ of \_\_\_\_\_ school

1<sup>st</sup> Place Scholastic \_\_\_\_\_ of \_\_\_\_\_ school

1<sup>st</sup> Place Honor \_\_\_\_\_ of \_\_\_\_\_ school

## OVERALL TEAM

We will now proceed to the overall team winners. Individual medals will go to the nine team members and two coaches of the first-, second- and third-place teams. The two students in each division with the highest combined scores for all five events will count toward team totals. The winning teams will also receive a team plaque. As each team is called, please step to the awards table and then to the riser.

### ***OVERALL TEAM WINNERS ARE:***

THIRD PLACE TEAM \_\_\_\_\_ school

SECOND PLACE TEAM \_\_\_\_\_ school

FIRST PLACE TEAM \_\_\_\_\_ school

# Calculators

*Revised 8/01/2018*

Graphing calculators  
may not be used.

Any four-function or  
scientific calculator  
is acceptable.

# Coordinator's Responsibilities

*Revised 8/01/2018*

1. Study the Competition Manual and become familiar with all aspects of the Academic Pentathlon.
2. Prepare a budget:
  - Region Meet: \$1,000 given to coordinator in the spring semester  
\$75/team at region will be sent after all reports have been received by the state office.  
Coordinator will receive \$1,000 personally for coordinating the meet.
3. 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 needed. In some cases, one or more may be combined or not even used.

Site Selection	Computer Scoring
Essay	Facilities/Security
Awards Program	Proctors/Runners/Test Distribution
Academic Testing	Identification Badges
Student Validation	Registration
Super Quiz	Food Service (meals and snacks)
Appeals	Printed Programs
Nurse	Student Certificates
4. The coordinator in the spring will communicate with all competing schools providing meet information, dates, deadlines, forms to be returned, etc.
5. The personnel needed below is based on a meet of 20 teams and is **strictly an estimate**.

2-4 Essay tabulators (depending on manual tabulation or computer)	
7-9 Essay graders (each paid \$50)	1 Nurse
1 Essay chairperson	1 Security person
9 Proctors for academic tests	1 Custodian
9 Runners for academic tests	1 Building facilities person
1 Proctor/runner chairperson	6 Copying and proofing academic tests
8 Computer scoring personnel	2 Name badge preparers
Super Quiz proctors (one per team)	3 Awards program and stage decoration
2 Validation of transcripts	2 Greeters/building hosts
2 Registration	1 Signs preparation
2 Appeals (These can perform other duties)	2 Test distribution center
1 Phone receptionist	

6. Send final team scores to the state office in rank order from highest to lowest.
7. The coordinator will receive his/her final payment from the state once the Team totals including team name and score in rank order are received by the state office.

# Essay (Component of Language Arts Event)

*Revised 8/01/2018*

1. The essay is a 30-minute writing event written in a bluebook (or online prior to the event) where students select one of three prompts provided by the state office. The prompts will come from the literature selections.
2. The graders (who are paid a minimum of \$50) should be English teachers who are familiar with holistic grading. They should be flexible in grading and be able to come to consensus on sample papers. They must be able to view the essay as a rough draft and not a finished product. They must buy into the concept that even a 1000-point essay (highest possible score) paper need not be perfect.
3. It is hoped that a grader can read 25 papers in an hour. There will be some papers requiring three graders. Estimate the number of graders needed based on the number of essays to be graded.
4. Ideally, graders will meet before the actual day of scoring to go over the grading procedure. If this is not possible, plan on an orientation time of 1 ½ hours just prior to the actual grading. In either case, send to the graders in advance the grading rubric.
5. In the grading training time, two methods may be used. The first method is simply to discuss the rubric in detail and be prepared to follow it.

The second plan is to use “live” essays just written, make copies of essays from each division (Honor, Scholastic, and Varsity) and ask all graders to grade these essays, and then come to a consensus of the scores to be given to each.

It is **not** a requirement to have the graders read the literature selection.

6. One-third of the judges will grade **only** Honor papers, one-third will grade **only** Scholastic, and one-third will grade **only** Varsity papers. They know which group they are grading. One or two judges may need to be designated as “third grader” judges, or you may choose to use one of the regular graders who was not one of the two original graders of a particular paper.
7. All Varsity papers should be placed in a pick-up spot where all Varsity graders are located. A system will need to be developed whereby a grader #1 paper is returned to a place where a 2<sup>nd</sup> grader picks up the paper randomly and does not know the score of the 1<sup>st</sup> grader. We do not recommend that graders be placed in pairs. The same procedure follows for Scholastic and Honor grading. Within each division (V,S,H) graders may opt to grade all prompt #1 papers first, then prompt #2, etc.)
8. The room chosen for essay grading should be a large area preferably with tables and chairs as opposed to chair-desks. It should be a quiet place away from other activities. The library is a good place.

9. Regardless of the instructions on the prompt sheet, students may use pen or pencil, although graders probably prefer pens. The meet host will provide only pens. An erasable pen is not required. Students may bring their own pencil or pen.
10. Basically, two graders grade a paper and record independent scores. If the point difference is 200 or less, the scores are simply averaged for the final score. If the difference is over 200 points, a third person must grade the essay without knowing the other two scores. The three scores are now compared and the average is taken of the two scores that are closer to each other. If the comparison of the three scores results in the difference between the two sets being the same, the average of the higher two scores becomes the final score: such as will 3 scores of 400, 600, and 800.
  - The difference between 400 and 800 is 400.**
  - The difference between 400 and 600 is 200.**
  - The difference between 600 and 800 is 200.**
  - The final score would be 700 (the average of the two higher scores)**
11. The number of third graders needed will vary based on the success of the training of the graders. If 15% require third graders you will have 27, while 30% results in 54 third-graded papers. Thus, we are looking at 387-414 actual gradings. Don't underestimate the number needed to perform tabulations. A committee of tabulators works independently from the graders, except to return to the graders the essays needing a third grader.
12. On the next page is a form that can be used both as the grader's place to record his/her score and as the tabulation form. If 8 ½ x 11 papers are too cumbersome, you may choose to use 3x5 cards. In either case, the paper or the cards will need to be placed in the bluebooks (with matching ID#s) between the essay being completed and given to the graders. Another system has the first two graders recording their scores inside the back cover of the bluebook and folding the corner over after recording the score so that the second judge will not see the score.
13. Instructions for the administering of the essay writing are found in section PRTD.
14. **After scoring the essays based on the 1000-point model, the total should be multiplied by 40 percent and then added to the language/literature score (highest score of 600 points) to get a combined perfect score of 1000 points. For example, a student gets 28 correct on the language/literature exam. The same student receives 800 points on the essay. This student will receive 560 points from the written exam and 320 points from the essay (800 x 40%) for a combined Language Arts score of 880 points.**

Pre-printed label with student ID# (not name) and place for student to indicate prompt #

# ESSAY GRADER SCORING AND TABULATION FORM

Grader # \_\_\_\_\_ Essay Score \_\_\_\_\_

Tabulations (transfer scores from all graders to one page)

1. First grader \_\_\_\_\_

2. Second grader \_\_\_\_\_

**Difference** \_\_\_\_\_

Average (if difference is 200 or less. Round up if fraction) \_\_\_\_\_  
**Final Score**

3. Third grader \_\_\_\_\_ *(if difference between 1 and 2 is more than 200)*

Average of two scores closest to each other \_\_\_\_\_  
(use highest average if difference between two sets is the same.) **Final Score**

\*\*\*\*\*

1. Staple this form and other graders' forms to outside of bluebook.
2. Arrange bluebooks in numerical order.
3. Deliver to scoring room to be entered in computer.
4. When entered, another committee will sort bluebooks by schools to be returned to coaches.

EXHIBIT C: USAD® ESSAY EVALUATION FORM



U.S. Academic Decathlon  
Essay Evaluation Form

STUDENT I.D. NUMBER

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JUDGE'S NAME \_\_\_\_\_

JUDGE'S NUMBER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Directions:** Select one performance category in Table A. Within the range of points for that category, record the points scored in the space provided.

**A. Focus/Scope - Organization - Content/Development**

Addresses the prompt in an outstanding manner; responds to all aspects of the task; is organized clearly and consistently based on a strong central purpose; provides substantial and specific evidence to support major positions	<b>OUTSTANDING</b> 85 - 100 pts
Addresses the prompt in an effective manner; responds to several aspects of the task; is organized effectively based on a clear central purpose; provides appropriate evidence to support positions	<b>EXCELLENT</b> 70 - 84 pts
Addresses the prompt in an adequate manner; focuses on a minor aspect of the task; is organized based on a restatement of the prompt; provides some predictable evidence to support positions	<b>GOOD</b> 55 - 69 pts
Addresses the prompt in a basic manner; is organized in a limited way; provides evidence that is general or not clearly linked to a position	<b>FAIR</b> 40 - 54 pts
Addresses the prompt in a limited manner; is organized in a confused way; provides superficial evidence with inadequate elaboration	<b>WEAK</b> 15 - 39 pts
Fails to address the prompt; absence of organization; absence of relevant content	<b>POOR</b> 0 - 14 pts

<b>TOTAL FOR A</b>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total for A

**Directions:** Select one performance category in Table B. Within the range of points for that category, record the points scored in the space provided.

**B. Language/Style - Conventions**

Demonstrates exceptional control of sentence structure and precise word choice; is almost entirely free of errors in grammar, usage, and mechanics	<b>OUTSTANDING</b> 85 - 100 pts
Demonstrates strong control of sentence structure and appropriate word choice; is generally free of errors in grammar, usage, and mechanics	<b>EXCELLENT</b> 70 - 84 pts
Demonstrates reasonable control of sentence structure and some precision in word choice; contains confusing errors in grammar, usage, and mechanics	<b>GOOD</b> 55 - 69 pts
Demonstrates some lack of control of sentence structure; limited in word choice; minimal control of grammar, usage, and mechanics	<b>FAIR</b> 40 - 54 pts
Demonstrates some lack of control of sentence structure; minimal variety in word choice; minimal control of grammar, usage, and mechanics	<b>WEAK</b> 15 - 39 pts
Minimal control of sentence structure; inappropriate word choice; contains serious errors in grammar, usage, and mechanics	<b>POOR</b> 0 - 14 pts

<b>TOTAL FOR B</b>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total for B

**Off Prompt (OP)**  = Zero Score  
Prompt is not addressed

**Nonscorable (NS)**  = Zero Score  
Essay is: illegible, insufficient, a blank paper

# Facilities/Security Chairperson

*Revised 8/01/2018*

1. Assist administrator 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.
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.

## 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 meet. It is the information desk.
1 Appeals office	Will probably be meet 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.
1 Spectator gym	For Super Quiz
1 Auditorium for meet assembly	Optional
1 Facility for awards program	Probably auditorium
1 School nurse's office	
1 Area for registration	
1 Hospitality room for coaches	Optional if goodies are provided to teams and coaches through the team rooms or a central "goodie" place.

Rooms for essays and written tests	A 20-school meet could put one student from each team in nine rooms for testing. 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.
1 Area for meals	Some schools allow meals to be eaten in team rooms.

# Food Service

*Revised 8/01/2018*

(Most of the following will depend largely on whether or not you are hosting a district-wide meet or just a single-campus meet.)

1. Make available to teams a breakfast meal and a lunch meal. The cost of these two will be paid by the home school or individual student. Teams may choose to eat elsewhere or bring food in. Let teams know in advance what will be served and what the cost will be. Survey schools in advance to know how much food to prepare. Ask schools to pay in advance or bring a check with them. Prepare meal tickets as needed.
2. Morning and afternoon snacks may be provided by the school if budgeting permits. Or add a designated amount to the breakfast/lunch check to provide snacks. Snacks may be delivered to team rooms or may be set up at designated places where the students will come to get them (cafeteria, foyer, etc.)



# USAD® Pentathlon GPA Calculation Worksheet

<b>School</b>				<b>Grade</b>	
<b>Student's Name</b>					TOTAL POINTS = Points x Credit Hours
	<b>Last Name</b>		<b>First Name</b>		
<b>COURSES</b>		<b>GRADE</b>	<b>POINTS*</b>	<b>CREDIT HOURS</b>	<b>TOTAL POINTS</b>
<b>FALL</b>	<b>Year:</b>				
					0.00
					0.00
					0.00
					0.00
					0.00
					0.00
					0.00
<b>SPRING</b>	<b>Year:</b>				
					0.00
					0.00
					0.00
					0.00
					0.00
					0.00
<b>SUMMER</b>	<b>Year:</b>				
					0.00
					0.00
<b>TOTALS =</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Calculated GPA =</b>				<b>#DIV/0!</b>	

	HONOR	#DIV/0!	<b>CALCULATED GPA =</b> Total Points/Total Hours
<b>USAD® Pentathlon Level =</b>	SCHOLASTIC	#DIV/0!	
	VARSITY	#DIV/0!	

**\*POINTS:** A+, A, A- = 4.00    B+, B, B- = 3.00    C+, C, C- = 2.00    D+, D, D- = 1.00    F = 0.00  
*Courses graded numerically, should be converted to alpha grades based on the school's official conversion policy.*



# USAD® Pentathlon GPA Calculation Worksheet

<b>School</b>	Sample Middle School			<b>Grade</b>	8
<b>Student's Name</b>	Smith		Susan		TOTAL POINTS = Points x Credit Hours
	Last Name		First Name		
<b>COURSES</b>		<b>GRADE</b>	<b>POINTS*</b>	<b>CREDIT HOURS</b>	<b>TOTAL POINTS</b>
<b>FALL</b>	<b>Year:</b>	2014			
English 7		A	4.00	0.5	2.00
Math 7		B	3.00	0.5	1.50
Social Studies 7		B+	3.00	0.5	1.50
Science 7		A-	4.00	0.5	2.00
					0.00
					0.00
					0.00
<b>SPRING</b>	<b>Year:</b>	2015			
English 7		A	4.00	0.5	2.00
Math 7		A-	4.00	0.5	2.00
Social Studies 7		B+	3.00	0.5	1.50
Science 7		A	4.00	0.5	2.00
					0.00
					0.00
					0.00
<b>SUMMER</b>	<b>Year:</b>	2015			
Summer English		A	4.00	0.5	2.00
Summer Science		A-	4.00	0.5	2.00
<b>TOTALS =</b>			<b>37.00</b>	<b>5.00</b>	<b>18.50</b>
<b>Calculated GPA =</b>				<b>3.700</b>	
Academic Decathlon Level =		HONOR	NO		<b>CALCULATED GPA = Total Points/Total Hours</b>
		SCHOLASTIC	YES		
		VARSITY	NO		

**\*POINTS:** A+, A, A- = 4.00    B+, B, B- = 3.00    C+, C, C- = 2.00    D+, D, D- = 1.00    F = 0.00  
*Courses graded numerically, should be converted to alpha grades based on the school's official conversion policy.*

# Medals and Plaques

*Revised 8/01/2018*

1. Each participant at the meet will receive a participation certificate.
2. Medals are given to Varsity, Scholastic, and Honors team members in first, second, and third places.
3. The team coach receives the same medal as do students for team winners.
4. Individual event medals (for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> places, respectively in Varsity, Scholastic, and Honors) in –

Math  
Science  
Social Science  
Language Arts  
Fine Arts

5. Highest Varsity, Scholastic, and Honors student on each team receives a gold medal. Medals are usually given in advance to each coach who awards them after he receives his team scores and determines who these three high scoring students are.
6. Individual overall top-scoring students for all events combined to 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> places in Varsity, Scholastic, and Honors.
7. Super Quiz Team and Relay winners and coaches receive individual medals and a plaque.
8. Team overall winners and coaches receive individual medals and a plaque in first, second, and third in Varsity, Scholastic, and Honors divisions.
9. Medals are ordered from and shipped by Monarch Trophy in San Antonio, Texas, by each elementary school administrator/district coordinator in advance of the meet (billed to TAD). Order forms will be sent in March to all participating schools. Unused medals are to be retained by the competition host.

10. Final team scores MUST be sent to the state office to be ranked statewide.

Texas Academic Decathlon  
San Antonio College  
1819 N. Main Avenue, MB. No. 621  
San Antonio, TX 78212-4299  
[rhopkins@alamo.edu](mailto:rhopkins@alamo.edu)

# Name Identification Badges for Students

Revised 8/01/2018

1. Each student will have an ID badge to be worn to all Pentathlon 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.
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 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's school number is 13, the nine team member's ID numbers will be:

Varsity 7: 1307

Scholastic 4: 1304

Honor 1: 1301

Varsity 8: 1308

Scholastic 5: 1305

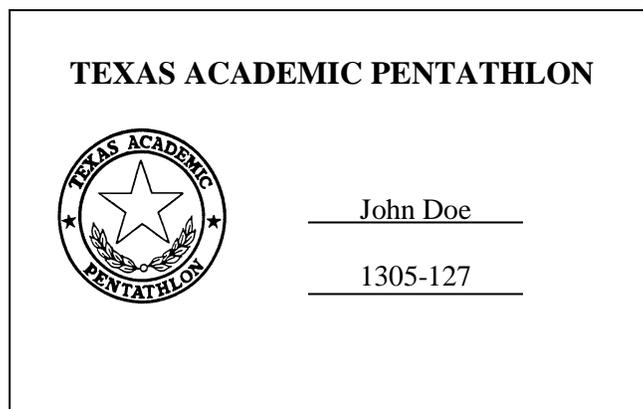
Honor 2: 1302

Varsity 9: 1309

Scholastic 6: 1306

Honor 3: 1303

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.

# Recruiting a Team and Study Strategies

Revised 8/01/2018

## ***Recruiting Your Team***

Each school needs to devise its own strategy for team selection and study format. Following are possible procedures you could use:

### ***Team Selection Process – “A”***

Teacher recommendations, preliminary testing in each area, achievement by test scores, cognitive abilities scores, and grade-point averages were reviewed by the academic coaches. After narrowing the field of potential participants to twenty, an informal discussion and interview with each student should be held.

Hold a night orientation meeting for parents and students. All students and parents were in attendance. An overview of the Texas Academic Pentathlon program and discussion of commitment necessary for participation was presented.

During the following week, three of the students decided they would not be able to devote the appropriate amount of time to preparing for Pentathlon competition. These students were replaced by those earlier identified as potential participants.

### ***Team Selection Process – “B”***

Public address system announcements were made regarding Pentathlon orientation. Meetings were held with approximately forty 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 utilize student self-report information, achievement test scores, cognitive abilities scores, grade point averages, types of courses taken, and teacher/counselor recommendations to make the team selection.

Letters of appreciation were sent to all students who had indicated an interest in participating. The students not selected 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 – “C”***

Public address system announcements were made regarding the Pentathlon program. 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 – “D”***

The principal sends notices to teachers, asking for names of students who would be suitable for meeting the criteria of commitment and the ability to follow through. Teachers returned the list. Also, the principal recruits teachers who would be interested in coaching. Counselors were also asked for recommendations. A master list was compiled and if a student’s name was recommended by several teachers, they were considered to be a good candidate. Notices were sent to the students indicating they had been recommended for the Pentathlon competition. 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 makeup of the students, coaches, resources, and facilities available. The following are procedures that could be utilized –

### ***Study Strategy – “A”***

A study center is set up in the library. Resources are available for independent research. Students and coaches meet four afternoons each week. Each weekend students do research, devise test questions, and make outlines on assigned topics. Each student, in the afternoon sessions, presents information to the other students. The coaches compile the student-generated test items. These practice tests are administered to the students. Teachers meet with the students during the afternoon sessions to provide lectures on materials on the specified subject area topics.

### ***Study Strategy – “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 a.m.-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 presentation on the material. Each student presents the information to the other students. The coaches compile the sixty questions into a test. This test is answered over the weekend and then graded by the coaches. This feedback gives the students information as to additional study needs. Teachers of specific subject areas meet with the students during morning sessions to provide lectures and materials. Plans have been made to hold study sessions on Saturday mornings and during breaks.

# Texas Academic Pentathlon

**Registration Form**

**Competition Year** \_\_\_\_\_

**Seventh Eighth**

(circle grade)

School \_\_\_\_\_

District \_\_\_\_\_

Street Address \_\_\_\_\_

City / Zip \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Coaches \_\_\_\_\_

Email address \_\_\_\_\_

School Principal \_\_\_\_\_

Please register \_\_\_\_\_ team(s) @ \$500 per team. The school colors which will be used to designate the team names for two team entries are

\_\_\_\_\_ and \_\_\_\_\_

## ***Important Dates***

Team Registration Deadline	January
Coaches' Clinic	Coordinator's Discretion
Student Registration Deadline	April
Competition Day	End of April
Entry Fee Refund Deadline	Two weeks prior to competition

Please duplicate this form to enroll other schools in your district. Checks should be made payable to the **TEXAS ACADEMIC DECATHLON** and may be sent later, but the **Registration Form** should be sent as soon as possible:

### **Texas Academic Decathlon**

1819 N. Main Avenue, Mailbox 621, San Antonio, TX 78212-4299

For additional information please contact the State Office

Rick Hopkins, Executive Director

Telephone: 210-486-0550

Email: [rhopkins@alamo.edu](mailto:rhopkins@alamo.edu)

# Scoring

*Revised 8/01/2018*

1. The school administrator will appoint a scoring chairperson as early as possible. The scoring chairperson hopefully will attend a meeting in January to review all aspects of scoring.
2. The chairperson will select a scoring committee to verify accuracy. Suggestions -
  - 1 chairperson
  - 2 persons entering scores (1 calls, 1 enters)
  - 2 additional persons to do the same as the 1<sup>st</sup> 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.
  - 1 person to place reports of scores in envelopes to be given to coaches at end of awards
3. Practice scoring at a practice meet or with fictitious data to be able to produce all needed documents at the final meet.
4. The committee should be in place at the time that the first event is completed and ready to enter these scores. No scores will be posted during the day. Coaches will receive at the end of the meet a scoring report of all test results.

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.

5. Once all awards' lists have been generated, these can be inserted into the emcee's script for the awards program.
6. A list of all teams and their final team scores should be emailed to the state office (can be generated by scoring program.)

## Texas Academic Pentathlon Sample Scores

NBR	1	2	3	4	5	Student Total
	Math	Science	Soc. Studies	Lang. Arts	Fine Arts	
Honors						
1	740	680	750	800	750	<b>3720</b>
2	320	540	560	1000	800	<b>3220</b>
3	220	620	500	600	680	2620
Scholastic						
4	780	800	900	800	900	<b>4180</b>
5	520	660	600	1000	700	<b>3480</b>
6	540	660	700	600	600	3100
Varsity						
7	620	640	900	800	620	<b>3580</b>
8	420	680	920	1000	580	<b>3600</b>
9	580	600	930	600	780	3490

Team Total: 17,430  
Super Quiz: 5,400

1. Total the scores for each competitor over each of the five events.
2. Use the top two total scores from each category (Honors, Scholastic, and Varsity students) to determine the team total.

# SUPER QUIZ

Revised 8/01/2018

## *Overview*

1. The Super Quiz resembles a game show and takes place in a large area (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 march-in. 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 1000-point maximum score per student comes from five questions each worth 200 points. Medals and plaques are given to 1st, 2nd, and 3rd place team members in the Varsity, Scholastic, and Honors categories.

3. Teams sit apart from the audience for convenience in each student's getting quickly to his/her testing station during the nine rounds of five questions each per student. The first round features all Varsity team members -Varsity 1 student at testing stations as they have come from being seated on row 1. The next eight rounds feature the following students –

Varsity - 2 then Varsity - 3  
Scholastic 4, 5, 6,  
Honors 7, 8, 9.

4. After the march-in, there are usually welcoming remarks, an invitation to the audience to answer the test questions on an Audience Participation Answer Sheet (SUPER QUIZ-6, handed to them as they entered the room), reference to this year's Super Quiz topic, and instructions to the team members and proctors.

5. Coaches are seated with their teams. Students are not to have any materials of any kind with them during the quiz.

## *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 student reads the question that has been placed in front of him or her face down. It is the student's responsibility to turn the question over when the emcee begins reading it.

2. Once the last word of the last multiple-choice answer is read, the student has seven seconds to mark his/her answer; then a buzzer sounds to indicate time is up. When the 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 screen at the same time the emcee announces the correct answer.

3. 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 7-second buzzer and still be clear to the proctor what his/her intent was. If the answer for question # 2 is marked on the space for question # 3, the answer will be counted as incorrect. The answer will be erased and student can answer the # 3 question.

4. 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 will 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 200 points for each voided question.

5. If a student at his/her testing station feels that anything is not as it should be, the student should raise his/her hand immediately and his/her proctor or a Super Quiz monitor will address the issue. Hopefully, students have been trained to recognize procedural errors.

6. While there is a fifteen-minute time at the end of Super Quiz to submit appeals (especially on correctness of answers), a school administrator may invite coaches to submit these even during the quiz in order to give the appeals committee time to rule on them.

7. Each school should develop a system of signaling to its visitors in the audience so they know if the student's answer was correct.

8. After the Varsity-1 student has answered five questions and has initialed the score sheet indicating he/she agrees with the proctor's total score, the student returns to his/her seat and the Varsity-2 students go through the same procedure. This continues with all remaining students from Varsity-3 through Honors-9.

9. After round 9, there will be at least a fifteen-minute break:

- a. to allow proctors and Super Quiz officials time to verify the 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.

## ***PowerPoint and Student Test Questions***

TAD will send the school administrator a PowerPoint file. This file 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 nine ID labels, namely V-1,V-2,V-3, S-4, etc.

## ***Suggested Super Quiz Relay Script Outline***

1. Students are in designated seating ten minutes before the beginning or are in designated area for formal march-in.
2. Proctors are at their stations.
3. Appeals committee is at assigned table.
4. Opening comments, welcome, recognition of dignitaries, comment of SQ topic.
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 (student turns paper over as question is read)**

**(7-second time limit and whistle/bell FOLLOWING answer option E)**

**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 Honors-9 students, announce a 15-minute break while proctors double check scores and appeals are submitted. Audience will be dismissed and an announcement made that relay awards will be presented at the awards program.)

## ***Scoring Report***

On page SUPER QUIZ-7 you will find the scoring report for each team. Student name and number will be printed in advance. Students mark their answers on this form. Proctor marks each as correct or incorrect. Proctor places total correct in appropriate place and student initials the report indicating he/she agrees with the number correct posted. The proctor also records each student's number correct on the "Super Quiz Team Report" form found at the back of this section. The student also initials this form.

**At the end of rounds 3, 6 and 9, the proctor will add the top two scores in each division (Varsity, Scholastic, and Honors) and record in the rectangles as indicated. When round 9**

**is over, the 3 boxed scores will be added for a Grand Total. This number is multiplied by 200 points for the team total score. The score on the floor chart, if one is used, will be adjusted only after rounds 3 and 6. The Scoring Report and Team Report are sent to the scoring room to be verified and entered into the computer.**

## ***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-8).
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.
3. 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-9)
4. 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 facility, or a civic center facility. Many sites require a protective covering to be used on the floor.
5. If a very large screen cannot be obtained, use 2-3 smaller screens so that all of the audience can see.
6. 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.
7. Check in advance the facility lighting so that questions on the screens can be read, as some lights are too bright.
8. Some meets have one proctor per team while most use one proctor monitoring two teams; either choice is sufficient.
9. 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 open it for him/herself.

## ***Relay Chairperson***

1. Familiarize yourself with the 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 1-1 ½ hours before the Super Quiz
  - b. Proctors to grade answer sheets (1 for each school)
  - 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. Projectionist/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 formal march-in, 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. Projection screen(s), projector, and extra bulb(s)
- e. Sound system
- f. Whistle, bell, or other item to be a 7-second signal
- g. Stopwatch
- h. Script for emcee
- i. Podium
- j. PowerPoint (or Transparencies with test questions and answers (covered))
- k. Set of questions (color-coded) for students at each testing station
- l. Scoring report for each team with student names and IDs already coded
- m. Name tags for all persons with duties in Super Quiz
- n. Audience Participation forms
- o. Chairs and tables or chairs and chair-desks at testing stations
- p. Extension cords

3. At the coaches' meeting or general assembly on Saturday morning, go over all plans about the Super Quiz that teams need to know. For meets that have a formal march-in, instructions may be given in the holding area prior to march-in.

# SUPER QUIZ

## Audience Participation Sheet

- |     |   |   |   |   |   |  |     |   |   |   |   |   |
|-----|---|---|---|---|---|--|-----|---|---|---|---|---|
| 1.  | A | B | C | D | E |  | 26. | A | B | C | D | E |
| 2.  | A | B | C | D | E |  | 27. | A | B | C | D | E |
| 3.  | A | B | C | D | E |  | 28. | A | B | C | D | E |
| 4.  | A | B | C | D | E |  | 29. | A | B | C | D | E |
| 5.  | A | B | C | D | E |  | 30. | A | B | C | D | E |
| 6.  | A | B | C | D | E |  | 31. | A | B | C | D | E |
| 7.  | A | B | C | D | E |  | 32. | A | B | C | D | E |
| 8.  | A | B | C | D | E |  | 33. | A | B | C | D | E |
| 9.  | A | B | C | D | E |  | 34. | A | B | C | D | E |
| 10. | A | B | C | D | E |  | 35. | A | B | C | D | E |
| 11. | A | B | C | D | E |  | 36. | A | B | C | D | E |
| 12. | A | B | C | D | E |  | 37. | A | B | C | D | E |
| 13. | A | B | C | D | E |  | 38. | A | B | C | D | E |
| 14. | A | B | C | D | E |  | 39. | A | B | C | D | E |
| 15. | A | B | C | D | E |  | 40. | A | B | C | D | E |
| 16. | A | B | C | D | E |  | 41. | A | B | C | D | E |
| 17. | A | B | C | D | E |  | 42. | A | B | C | D | E |
| 18. | A | B | C | D | E |  | 43. | A | B | C | D | E |
| 19. | A | B | C | D | E |  | 44. | A | B | C | D | E |
| 20. | A | B | C | D | E |  | 45. | 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 |  |     |   |   |   |   |   |

<u>TEAM #</u>	<u>TEAM NAME</u>
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
so on... continue your own list on the back...	

## Academic Pentathlon Challenge Super Quiz Scoring Report

School # \_\_\_\_\_ Middle School

ID#	Student Name _____	ID#	Student Name _____	ID#	Student Name _____
1.	A B C D E	6.	A B C D E	11.	A B C D E
2.	A B C D E	7.	A B C D E	12.	A B C D E
3.	A B C D E	8.	A B C D E	13.	A B C D E
4.	A B C D E	9.	A B C D E	14.	A B C D E
5.	A B C D E	10.	A B C D E	15.	A B C D E
Total Correct:    Student Initials:		Total Correct:    Student Initials:		Total Correct:    Student Initials:	

ID#	Student Name _____	ID#	Student Name _____	ID#	Student Name _____
16.	A B C D E	21.	A B C D E	26.	A B C D E
17.	A B C D E	22.	A B C D E	27.	A B C D E
18.	A B C D E	23.	A B C D E	28.	A B C D E
19.	A B C D E	24.	A B C D E	29.	A B C D E
20.	A B C D E	25.	A B C D E	30.	A B C D E
Total Correct:    Student Initials:		Total Correct:    Student Initials:		Total Correct:    Student Initials:	

ID#	Student Name _____	ID#	Student Name _____	ID#	Student Name _____
31.	A B C D E	36.	A B C D E	41.	A B C D E
32.	A B C D E	37.	A B C D E	42.	A B C D E
33.	A B C D E	38.	A B C D E	43.	A B C D E
34.	A B C D E	39.	A B C D E	44.	A B C D E
35.	A B C D E	40.	A B C D E	45.	A B C D E
Total Correct:    Student Initials:		Total Correct:    Student Initials:		Total Correct:    Student Initials:	

Alternate – Red

Alternate – White

Alternate – Blue

Q#1    A    B    C    D    E	Q#2    A    B    C    D    E	Q#3    A    B    C    D    E
------------------------------	------------------------------	------------------------------

# Super Quiz Relay

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

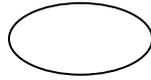
TEAM  
13

Appeals

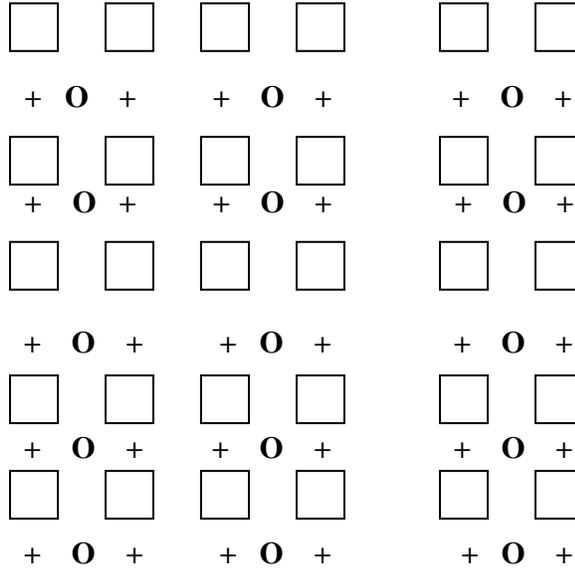
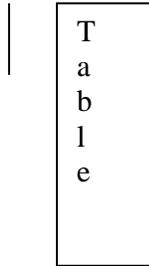
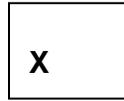
## Students

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



**E**



**LEGEND**

*Timer*

*Screen*

*Projector*

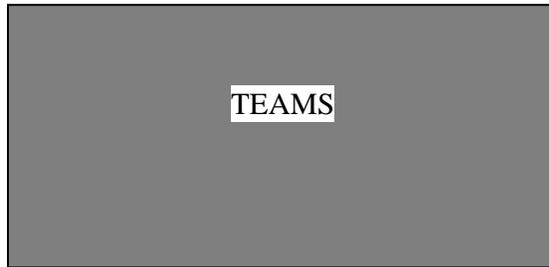
*Student Desk Or Table*

*Chair*

*Score Stand*

*Proctor Chair*

**E** *Emcee*



- Red -1
- Red -2
- Red -3
- White -4
- White -5
- White -6
- Blue -7
- Blue -8
- Blue -9



# TIES

*Revised 8/01/2018*

If individuals tie for any award, they will each receive the same award.

Example: Science Scores in Varsity Division

Emily Jones	920	-	Receives 1 <sup>st</sup> place medal
Mary Adams	920	-	Receives 1 <sup>st</sup> place medal
Ernie Vallejo	880	-	Receives 2 <sup>nd</sup> place medal
Juan Perez	840	-	Receives 3 <sup>rd</sup> place medal

# **Timing Devices**

*Revised 8/01/2018*

Cell phones, pagers, any device capable of two-way communications, and mp3 devices are not allowed in the 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 collected, and the student will receive a zero for that test.

