

**Texas Academic Octathlon  
Competition Manual  
For Coaches, Coordinators and Hosts  
Ninth and Tenth Grades**



**Region Competition**

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# Introduction to the Texas Academic Octathlon

*Revised 8/01/2024*

## ***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.

In 1987, a committee was appointed by the Texas Academic Decathlon Board of Directors to study the possibility of conducting academic competition for ninth- and tenth-grade students. Favorable comments were received from numerous coaches to try competition at this level. Since we had a competition for seventh and eighth grade students, the committee felt there should be something for ninth and tenth graders. A decision was made to conduct the competition similar to the Decathlon but not as comprehensive. The Board also thought the competition should only be conducted at a region level. In 1988-1989, the first competition was conducted at three region sites, Dallas, San Antonio, and Houston. Today Octathlon competitions are conducted in Frisco, San Antonio, and Fort Bend ISD.

## ***Philosophy***

It was the intent of the Texas Academic Octathlon Committee that this competition be scaled to the interests, needs, and philosophy of Texas ninth- and tenth-grade students. The format and materials will basically follow that of the Decathlon. Contests will only take place at region sites. The State Board of Education rules regarding extracurricular activities apply to the Texas Academic Octathlon participation.

## ***Can a student compete in both Decathlon and Octathlon?***

The Decathlon is available for students in grades nine through twelve. If a 9<sup>th</sup> or 10<sup>th</sup> grader competes at the region and/or state level as a decathlete, they are ineligible for Octathlon. But, if a student competes at a local-only (district level) Decathlon meet, they are still eligible for Octathlon.

## ***Concept***

A unique aspect of the Octathlon 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 48,000 points (6 students x 8 events x 1000 points possible per event). Thus, a team could be a complete team with only 2 students in each division. A school may send two teams to region competition.

### ***Eight Events of the Octathlon (Each event is worth 1000 points)***

1. Math: 35 problems with a value of 28.57 points each
2. Science: 50 questions with a value of 20 points each
3. Art: 50 questions with a value of 20 points each
4. Essay: 50-minute paper on a prompt from a designated selection from literature or Super Quiz theme. Highest score is 1000 points.
5. Social Science: 50 questions with a value of 20 points each
6. Music: 50 questions with a value of 20 points each
7. Economics: 50 questions with a value of 20 points each
8. Literature: 50 questions with a value of 20 points each

A student's maximum possible score is 8000 points (8 events x 1000 points)

### ***Competition***

1. The competition is for ninth and/or tenth graders.
2. A team consists of nine students from either or both grades.
3. A school may enter two teams.
4. The three divisions of students are determined by the grade points indicated:
  - Honor: 3.8 – 4.00 (may compete only at Honor level)
  - Scholastic: 3.2 – 3.799 (may compete at Scholastic or Honor level)
  - Varsity: 0.00 – 3.199 (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 3.1974 is a 3.19, 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. Below are the grades used in determining students' grade point averages:
  - Ninth Grade**                    **Only the GPAs of the fall and spring semester of the eighth grade and the summer school sessions preceding the ninth grade will be used to calculate the GPA.**
  - Tenth Grade**                    **The GPAs of the fall and spring semester of the ninth grade and the summer school sessions preceding the tenth grade will be used to calculate the GPA.**
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.
12. The only grades to be used in averaging eighth grade work are: Language Arts (English and/or Reading), Mathematics, Science, Social Studies, and foreign language.
13. "NO PASS, NO PLAY" rules will be followed.

# Appeals

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An appeal regarding any test items (question or answer) can be made by the contestant through his/her appropriate coach. Such an appeal must be presented in writing to the Academic Octathlon Coordinator or the Appeals Committee Chairperson at the earliest break after a test has been completed. The time each appeal is submitted will be recorded on the paper by the secretary. No appeals may be made after this break. The Appeal Chairperson will convene the Appeals Committee to decide regarding such an appeal. 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 that has 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)  
\_\_\_\_\_ Competition Site

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 and Script

*Revised 8/01/2024*

## *Awards Program Chairperson*

1. Work with meet coordinator to determine the facility where the program will be held (auditorium, gym, civic center, etc.). The seating of teams should be near the awards presentation location such that winners take a minimal amount of time to get there. A seating chart for teams should be given to teams in advance of their arrival at the program.
2. Between the time of the last event and the awards program, this 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. **(USAD Scoring software – desktop only – will provide both a script and PowerPoint files for Awards Program)**
3. Secure personnel to perform the following tasks:
  - a. Act as emcee
  - b. Bring greetings (usually superintendent or designee)
  - c. Lead pledge of allegiance (team member)
  - d. Give invocation (team member from a different school)
  - e. Present salute to sponsors (team member from another school whom we know can perform this task very well)
  - f. Introduce special guests (may be chairperson)
  - g. Present awards (may be local school board members or may be administrators from schools competing)
  - h. Hand out printed programs, if not already at seats/tables
  - i. See that the scoring room has prepared 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).
  - j. See that scoring room has a packet to give to each school at the end of the awards program which contains their team reports.
  - k. Arrange the gold, silver, and bronze medals on three separate tables in the presentation area. Place plaques nearby for team awards.
  - l. Remind meet coordinator to send a copy of the awards script to the state office after the meet.

## ***Presenting Awards***

With 2<sup>nd</sup>, 1<sup>st</sup> and 3<sup>rd</sup> place tables centered in the presentation area with medals on each table, and with six presenters (who can be changed every so often in order to allow many to present).

The coach sends all of his winners to a holding area off to the side of the presentation area. Then as 3<sup>rd</sup> place winners' names are called, they proceed to the 3<sup>rd</sup> place table to have ribbons 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 ribbon 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:

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

- Superintendent of the hosting district
- Octathlon Region Coordinator
- Principal of the hosting school
- Any other designated individuals

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

\_\_\_\_\_ of \_\_\_\_\_ will lead us  
Student Name School Name

in the Pledge of Allegiance and remain standing while \_\_\_\_\_  
Student Name

of \_\_\_\_\_ (another Octathlon student) delivers the invocation.  
School Name

(MC) Thank you.

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 them and hand each a certificate of participation.

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 ribbons while the other places them around students' necks and shakes their hands. They may rotate positions with the 2<sup>nd</sup> event.

\_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD

\_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD

\_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD

\_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD

\_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD

\_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD

At this time, I will ask the coaches to please open the envelope marked Essay and send those students to the stage first. 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 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.)

<b>Order of Events:</b>
Essay
Math
Music
Economics
Science
Social Science
Literature
Art

# Awards Form

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

Test/Event: \_\_\_\_\_

3 <sup>rd</sup> :	Name	School
V	_____	_____
	_____	_____
S	_____	_____
	_____	_____
H	_____	_____
	_____	_____
	_____	_____
	_____	_____
2 <sup>nd</sup> :		
V	_____	_____
	_____	_____
S	_____	_____
	_____	_____
H	_____	_____
	_____	_____
	_____	_____
	_____	_____
1 <sup>st</sup> :		
V	_____	_____
	_____	_____
S	_____	_____
	_____	_____
H	_____	_____
	_____	_____
	_____	_____
	_____	_____

Extra line provided in case of ties.

*(At this point, the procedure and form will be the same in each event. All Octathlon 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.)*

**Mathematics**—In math, the students were tested over applications in general math, fundamental algebra, fundamental geometry, and trigonometry.

**Music**—The theme this year in Music was \_\_\_\_\_.  
Students were tested on basic elements of music theory and the different types of music from this period. Examples of listening selections studied are:  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Economics**—In the economics exam, the focus was on fundamental concepts, microeconomics, macroeconomics, and topics related to the overall theme of this year's contest.

**Science**—The science test focused on \_\_\_\_\_.  
\_\_\_\_\_.

**Social Science**—The social science test focused on \_\_\_\_\_.  
\_\_\_\_\_.

**Literature**—The literature test included studies of the novel \_\_\_\_\_  
by \_\_\_\_\_. Students also studied critical readings, poems and short works such as \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_.

**Art**—In Art this year, students learned fundamentals, such as elements of composition, processes and techniques, and selected artists and artwork related to the main theme of Decathlon this year. Some artists and works studied were \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

We now recognize the highest varsity, scholastic and honor student from each team. (Coaches will need to know these. The easiest way is to give each coach at this time their team total scores and they will know who to send to get a medal.) Each will receive a gold medal. Would the highest Varsity student from each team line up across the presentation area. (Presenters present ribbons 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 scores of all nine students.

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 scored the highest of all students here in the competition. There are three places awarded in each of the three divisions.

(Call 3<sup>rd</sup>, 2<sup>nd</sup>, and 1<sup>st</sup>.)

(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 Octathlon 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 3<sup>rd</sup> place, 2<sup>nd</sup> place, and 1<sup>st</sup> place teams. Each will come separately to receive awards.)

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

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 Octathlon 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 Octathlon participants (team members and coaches) to stand and be recognized for their outstanding performance in this year's Octathlon event.

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

\_\_\_\_\_ (Closing remarks from Region Coordinator)

Dismissed!

# CALCULATORS

*Revised 8/01/2024*

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 2024-2025

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

### The United States Academic Decathlon® Calculator Policy 2024-2025

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 8/01/2024*

1. Study the "Competition Manual" and become familiar with all aspects of the Academic Octathlon.
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. The coordinator will receive \$1,000 for himself/herself for running 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. In some cases, one or more may be combined or not even used.
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**.

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

2-4 Essay tabulators (depending on manual tabulation or computer)	
7-9 Essay graders (each paid)	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
15 Super Quiz	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 for each team in rank order from highest to lowest.
7. The coordinator will receive his/her final payment from the state office at that time.

# Courses for GPA

*Revised 8/1/2024*

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, which 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](http://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)**

**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 9<sup>th</sup> 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

# Texas Academic Octathlon

(Ninth and tenth-Grade combined team)

*Revised 8/01/2024*

## Registration form      Competition Year – 2024-2025

School \_\_\_\_\_

District \_\_\_\_\_

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

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

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

Coaches \_\_\_\_\_

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

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

Teams Registered (1) (2)

**Entry Fee: \$650 per team**

*Two teams per school may be entered*

### ***Important Dates***

Team Registration Deadline	January
Coaches' Clinic	Coordinator's Discretion
Student Registration Deadline	April 1
Essay	April 15-16
Octathlon Written	April 26

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  
Rick Hopkins, Executive Director  
1141 North Loop 1604 E, #105, PMB 479  
San Antonio, TX 78232  
210-632-8796  
[director@txacadec.org](mailto:director@txacadec.org)

(Please complete this form in its entirety)

# Essay

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## 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

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

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

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



## 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 an 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.

# Facilities/Security Chairperson

*Revised 8/01/2024*

1. Assist meet coordinator in determining building site and rooms needed. Prepare a 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 a schedule to custodians to make sure rooms are unlocked at required times.
7. Be available throughout meet for needs that arise.
8. Assist with 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 on Saturday. 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	Large enough for 11 people.
1 Essay grading area	The 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 we are short of testing rooms, the number of students per room may be increased to 30, thus requiring only 6 rooms. While not recommended, students may be tested all together in a large arena (such as the cafeteria).
1 Area for meals	Some schools allow meals to be eaten in team rooms.

# Food Service

*Revised 8/01/2024*

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 free snacks will be provided by the host coordinator from the entry fee money paid by each school. 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.)

# Honesty Statement

*Revised 8/01/2024*

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 competitions.
- Student may be penalized the full value of (1,000 points) of any one of the eight 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.

# Octathlon Logo

*Revised 8/01/2024*



# Medals and Plaques

*Revised 8/01/2024*

1. Plaques are given for team awards. Gold (1<sup>st</sup>), silver (2<sup>nd</sup>) and bronze (3<sup>rd</sup>) medals attached to a red, white, and blue ribbon are given for individual as well as team awards. Coaches receive the same medals as do students for overall team awards.

2. Individual event medals (for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> places, respectively in Varsity, Scholastic, and Honor divisions) in:

Essay	Economics
Mathematics	Literature
Music	Art
Social Science	Science

3. Highest Varsity, Scholastic, and Honor 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 determine who these three high scoring students are.

4. 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 Honor divisions.

5. Super Quiz team winners and coaches receive individual medals plus a small team plaque for the team Super Quiz scores based on the total of all nine students. First, second, and third place teams will be recognized.

6. Team Overall winners and coaches receive individual medals plus a large team plaque for the overall team scores (determined by the two highest individual scores each from Varsity, Scholastic, and Honor). First, second, and third place teams will be recognized.

7. Medals are to be ordered from Monarch Trophy NO LATER THAN March 15 of each year using the form on the next page.



## ORDER FORM FOR REGION Octathlon

MAIL TO: Monarch Trophy  
ATTN: Charlie Drago  
[sales@mtsawards.com](mailto:sales@mtsawards.com)

DEADLINE: March 15

SEND MEDALS TO: \_\_\_\_\_ Coordinator

Region Number \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

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

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

# Name Identification Badges for Students

Revised 8/01/2024

1. Each student will have an ID badge to be worn to all Octathlon 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 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

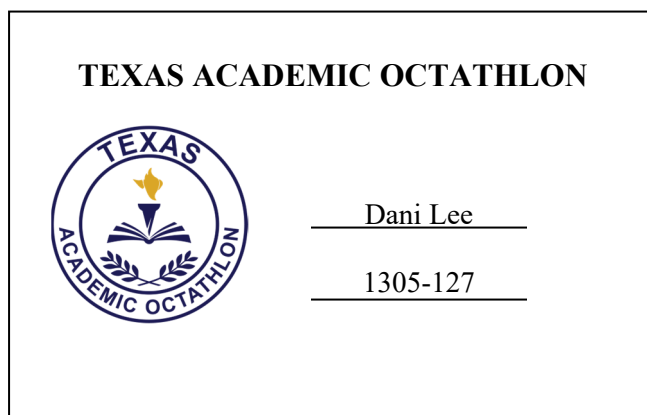
Honor 2: 1302

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.
6. It is recommended that each region use the USAD Scoring software which will print your ID badges as well.

# Proctors/Runners/Test Distribution

Revised 8/01/2024

## *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 file, and digital 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 listing the student's 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 "natural" break in testing.
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. Timelines below are SUGGESTIONS ONLY.
2. Arrive at your essay test room at 7:55 a.m. (if essays begin at 8:20 a.m.)
3. 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#.
4. A runner will bring the “Essay Prompts” and “Blue Books” to your room by 7:55 a.m.
5. Place a pen, Blue Book, 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 test or the Blue Book until they are told to do so.
6. Students have 50 minutes to complete the essay and will be told when only 5 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 if the prompt says pen only).
7. Begin test instructions at 8:20 a.m. Do not wait for students who arrive later than 8:20 a.m. Latecomers may take the test, but they will have only the time left to complete the test. Do not give any extra time or cut short the time.
8. The following directions will be read to students over the public address system. However, all proctors need to review them and be prepared to read them in the event there is a failure in the system.

**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 the 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 50 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.**

**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.**

9. Write down the beginning time. Allow exactly 50 minutes for the test. A public address announcement will warn the student when they have 5 minutes left to finish the test.
10. 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.
11. A public address announcement will stop the test after 50 minutes have elapsed. Do not allow students to continue writing after time is called.
12. Instruct students to place Blue Books and "Essay Prompt" sheets in the upper right-hand corner of the desk.
13. Collect the Blue Books in numerical order and verify you have received one for each student. Also collect the "Essay Prompt" sheets and the pens provided.
14. Fill out 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.
15. Inform students they are to proceed to their team room or the cafeteria.
16. A runner will pick up essay materials.

## ***Mathematics***

1. Proctors (as students return for the Math test) verify acceptable calculators (refer to approved list). Unacceptable calculators will not be allowed, but student may take test without a calculator. Runners will deliver tests.
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. 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 match their ID number and be seated. Tell them not to look at the Mathematics test until they are told to do so. Begin the test instructions at 9:40 a.m. and start the test at the end of instructions.

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 the 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.

The next seven 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 marking the right number on 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."

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.

**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.”**

**For the “Listening Item” questions you will hear a music 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. We will begin the music test now.**

2. Write down the beginning time. Allow exactly 30 minutes for the test.
3. **WAIT FOR THE MUSIC TO STOP ON THE PLAYER**, then 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 out 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 delivered 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 out 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 delivered 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 at the desk with their ID number.
3. Begin the Economics test instructions promptly at 10:55 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 the 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, 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."**

**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.**

**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 the students when they have 5 minutes left.**

4. After the test has begun, walk around the desks and pick up the Economics test and Economics Scantron sheets in sequential order. Verify all tests and Scantron sheets have been picked up.
5. Fill out 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 deliver 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 out 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 deliver the Science materials.
12. **Tell the students that the Literature test instructions will begin promptly at 1:05 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 Literature, Art, and Social Science materials at approximately 12:55 p.m.
2. Before students return from lunch, first place the Art test and Art Scantron sheet ***under*** each student's desk. Next, place the Literature test and the Literature Scantron sheet ***on top*** of the desk. (**NOTE: The Social Science materials will be distributed during the Art exam**).
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.

## ***Literature***

1. Begin the Literature test promptly. 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 the 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 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."**

**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.**

## ***Art***

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

**Get your Art 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 "Art."**

**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 Literature tests and Literature Scantron sheets in sequential order. Verify all tests and Scantron sheets have been picked up.
4. Fill out the Test Scoring Cover Sheet for the Literature tests, 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. Place the tests and Scantron sheets in the Literature envelope.
6. **Distribute the Social Science tests and Scantrons by placing them under the student seats verifying the ID as you distribute them.**
7. **Tell students when they have 5 minutes left.**
8. Runners will collect the Literature materials at 1:50 p.m.
9. **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.
10. **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 test promptly. Say to the students:  
  
**Get your Social Science 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 “Social Science.”**  
  
**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 tests and Art Scantron sheets in sequential order. Verify all tests and Scantron sheets have been picked up.
4. Fill out the Test Scoring Cover Sheet for the Art tests, 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. Place the tests and Scantron sheets in the Art envelope.
6. **Tell students when they have 5 minutes left.**
7. Runners will collect the Art materials at 2:25 p.m.
8. **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.
9. **Ask students to place their Social Science booklet of the corner of their desk with the Social Science Scantron sheet on top of it.**
10. Collect pencils from all students.

11. Pick up all Social Science test booklets and Scantron sheets and put them in sequential order. Verify all tests and answer sheets have been picked up.
12. Once verified, dismiss students to the team rooms to prepare for Super Quiz Relay.
13. Fill out 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.
14. Place all tests and answer sheets in the Social Science envelope to be delivered by the runners.
15. Remove numbers from desks. Take the remaining materials to the Test Distribution Center. 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:

7:55	Deliver Essay materials
9:25	Deliver Math and Music materials
9:30	Return Essays to grading room
10:15	Return Math materials to TDC and TSC, respectively
10:45	Deliver Economics and Science materials
10:50	Return Music materials to TDC and TSC, respectively
11:35	Return Economics materials to TDC and TSC, respectively
12:10	Return Science materials to TDC and TSC, respectively
12:55	Deliver Literature, Art, and Social Science materials
1:50	Return Literature materials to TDC and TSC, respectively
2:25	Return Art materials to TDC and TSC, respectively

Scantrons from each room should be returned in numerical order.

### ***Distribution Committee***

1. In advance of testing days, receive tests from printer and put labels (student name, ID, test topic) on each 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) Essay, (2) Math and Music, (3) Economics and Science, and (4) Literature, Art, and Social Science.
3. Provide tests and Scantrons for runners at designated times. Receive completed tests and place them 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

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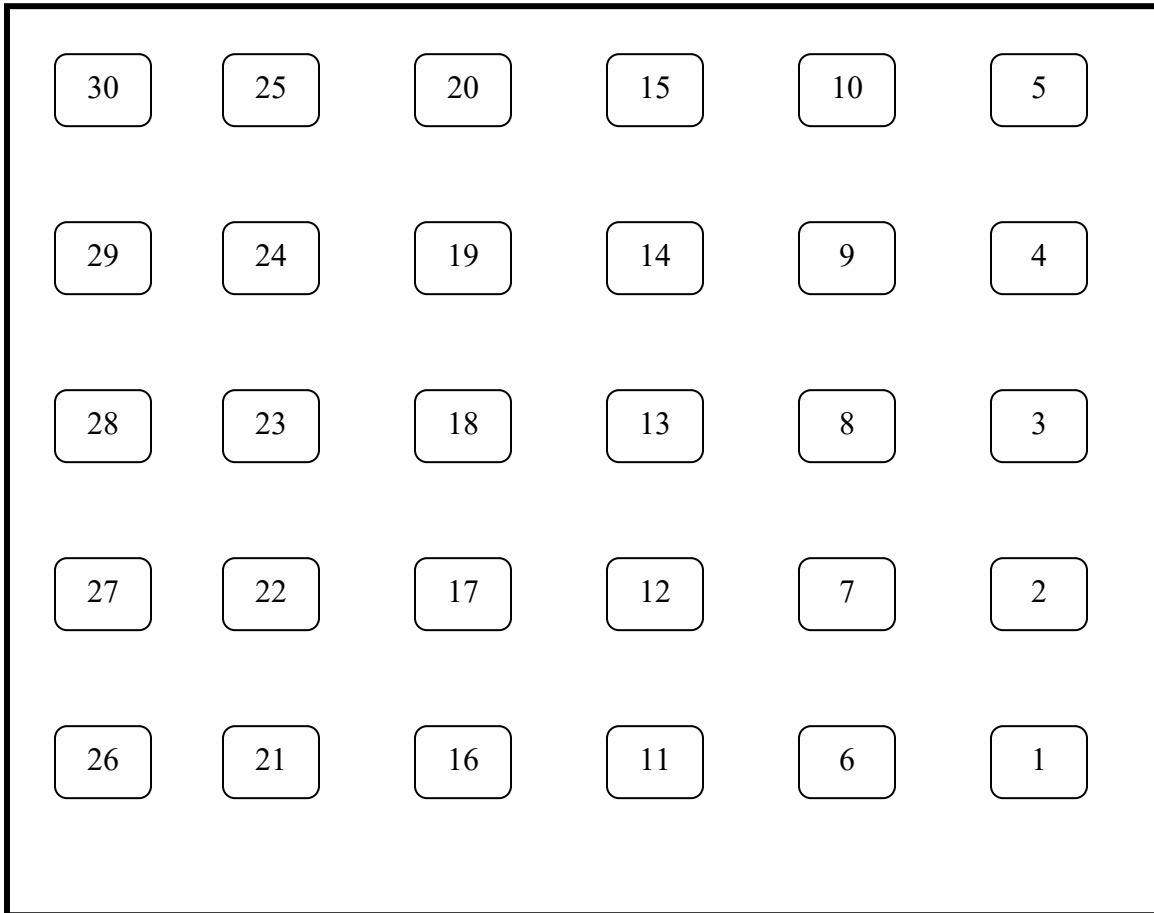
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Proctor's Name \_\_\_\_\_

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 utilizing Arena Testing)**

**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 \_\_\_\_\_

\_\_\_\_\_

**Student Name**                      **Test Room**

*Varsity:*

_____	_____
_____	_____
_____	_____

*Scholastic:*

_____	_____
_____	_____
_____	_____

*Honor:*

_____	_____
_____	_____
_____	_____

*(This page is optional.)*

# Recruiting Team and Study Strategies

*Revised 8/01/2024*

## 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 were 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 criterion. 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 competitions.

### **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

*Revised 8/01/2024*

This is a suggested schedule designed to facilitate participation, awards presentation, and travel to and from the contest during the day. Scores will not be posted. They will be given to the coaches after the competition (if available) or will be mailed the day after the competition. If essays are written ahead of time, simply move everything up.

<b>Time</b>	<b>Activity</b>
7:00 - 8:00	Breakfast – Cafeteria
*8:00 - 8:15	General Assembly – Cafeteria (at discretion of meet coordinator)
8:20 - 8:30	Test Instructions – (Testing Area)
8:30 - 9:20	Essay Exam
9:20 - 9:35	Break – Cafeteria
*9:35 - 10:05	Test #1 – Art Coaches Meeting (at discretion of meet coordinator)
10:10 - 10:40	Test #2 – Economics
10:40 - 10:55	Break – Team Rooms
10:55 - 11:25	Test #3 – Literature
11:30 - 12:00	Test #4 – Math
12:00 - 1:00	Lunch – Cafeteria
12:15 - 1:15 (or at other time)	Meeting of Super Quiz Proctors
1:05 - 1:10	Test Instructions
1:10 - 1:40	Test #5 – Music
1:45 - 2:15	Test #6 – Science
2:20 - 2:50	Test #7 – Social Science
2:50 - 3:10	Break – Cafeteria
3:15 - 3:30	Line up (march in for Super Quiz)
3:30 - 4:30	Super Quiz (Collaborative Format) <b>DOES NOT COUNT FOR TEAM SCORE</b>
7:00 (or earlier)	Awards Ceremony

\* Depending on the number of instructions handled by mail prior to the meet, a coordinator may choose to have or not to have the General Assembly of teams or the meeting of coaches.

# Scoring

*Revised 8/01/2024*

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 (numbers are far fewer using USAD Scoring Software) that consists of a minimum of 8 people. The eight consists of:
  - 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 no missing scores, but scores of students not present or who did not take a test.
  - 2 persons to place reports of scores in envelopes to be given to coaches at end of awards
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. The committee should be in place at the time that the first event is completed 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 (these are produced by the scoring program.)
5. 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.
6. 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.
7. Once all awards’ lists have been generated, these can be inserted into the emcee’s script for the awards program.
8. A list of all teams and their final team scores should be electronically delivered to the state office (can be generated by scoring program.)

## Texas Academic Octathlon Sample Scores

NBR	1	2	3	4	5	6	7	8	Individual Student Total
	Art	Econ	Lit	Math	Music	Science	Social Science	Essay	
Varsity									
7	740	600	680	860	740	600	750	800	<b>3570</b>
8	320	420	540	800	700	860	560	1000	<b>2840</b>
9	220	360	620	760	600	540	500	600	2300
Scholastic									
4	780	540	800	740	820	940	900	800	<b>3820</b>
5	520	540	660	700	800	820	600	1000	<b>3320</b>
6	540	400	660	680	760	720	700	600	2900
Honor									
1	620	500	640	840	780	820	900	800	<b>3460</b>
2	420	500	680	740	700	900	920	1000	<b>3520</b>
3	580	500	600	700	580	760	930	600	3210
Team Total:	<b>34,690</b>								

Team total is the sum of the top two Varsity, top two Scholastic, and top two Honor scores.

# SUPER QUIZ

*Revised 8/01/2024*

## *Overview*

1. The Super Quiz Relay is the Octathlon 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 processional. 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. You may also just award one (1) point per correct answer.
3. Questions for the Super Quiz will be taken from the USAD study materials for Art, Economics, Literature, Mathematics, Music, Science, and Social Science. There will be no listening questions 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:  
:  

<i>Round 1</i>	Varsity 7-9
<i>Round 2</i>	Scholastic 4-6
<i>Round 3</i>	Honors 1-3
5. After the processional, 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. 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. The last question per round covers Mathematics and will have a twenty (20) second time limit.
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 10-second (or 20 for math) 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 even 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  $8\frac{1}{2}'' \times 11''$  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 the 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-second [or 20 for mathematics] 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.

## ***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 Octathlon 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 10- or 20-second 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 |     |   |   |   |   |   |

**I. VARSITY ROUND**

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

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

Honors Total: \_\_\_\_\_/13

Students

1. Each question will be read out loud and projected onto the screen.
2. After the question is read, the emcee will say “begin,” which begins the 10- (or 20-) 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”).
3. During the 10- (or 20-) second answer period, one team member must mark the team answer sheet by circling a letter A – E.
4. The answer will be revealed on the screen, read out loud, and a proctor will score the team’s answer.

Proctor

1. For each correct answer, circle “Correct” to the right of the question number.
2. For each incorrect answer, draw a line through the question number.
3. Please count the number of “Correct” circles and place that number at the bottom for each round (Varsity, Scholastic, Honors)

Total correct answers  
(Maximum Score = 39)

Verification Initials: Proctor \_\_\_\_\_

# Super Quiz Relay (Setup Sample 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

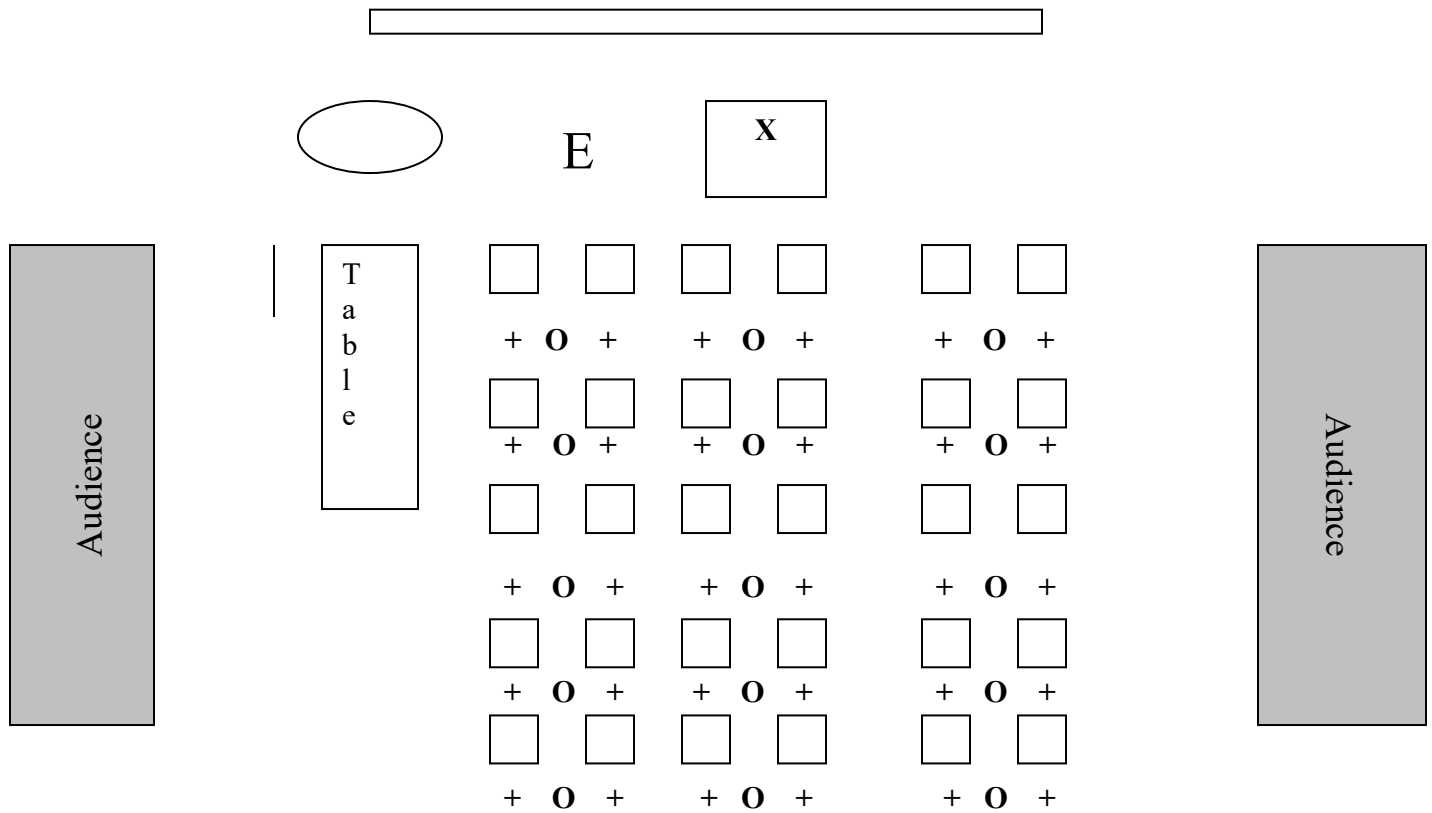
COACHES

COACHES


Audience



# Super Quiz Relay (Setup Sample 2)



**LEGEND**

*Timer*

*Screen*

*Projector*

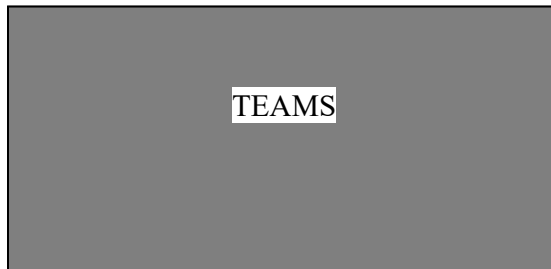
*Student Desk Or Table*

*Chair*

*Score Stand*

*Proctor Chair*

**E** *Emcee*



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

# TIES

*Revised 8/01/2024*

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

Example: Math Scores in Scholastic Division

Ollie Jones	920	-	Receives 1 <sup>st</sup> place medal
Evan Yang	920	-	Receives 1 <sup>st</sup> place medal
Carey Vallejo	880	-	Receives 2 <sup>nd</sup> place medal
Fagun Shah	840	-	Receives 3 <sup>rd</sup> place medal

If there are ties either in team Super Quiz or in Team Overall, the tied teams will receive the same award.

Example: Team Super Quiz

Coronado School:	34	–	Receives 1 <sup>st</sup> place medal
Western School:	30	–	Receives 2 <sup>nd</sup> place medal
North Fork School:	30	–	Receives 2 <sup>nd</sup> place medal
Washington School:	24	–	Receives 3 <sup>rd</sup> place medal

# Timing Devices

*Revised 8/01/2024*

Cell phones or pagers 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 timekeeping, but if one of the functions fits the previous statement, the device is not allowed.

Examples – iPod, iWatch, iPad, iPhone, PDAs, etc.

There will be no iPod in any testing room at the competition. This is NOT a timer and even though it has a timer included with it, it is not considered a timing element for purposes of our competitions.

# Validation/Eligibility/Registration

Revised 8/01/2024

## *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. Numeric values are assigned as follows:

A	=	4 points
B	=	3 points
C	=	2 points
D	=	1 point
3. For the conversion of numerical grades on the transcript, each school's local grading scale will be 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 Octathlon 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
4. The three divisions are determined by the grade points indicated:

Honor:	3.8-4.00 (may compete only at Honor level)
Scholastic:	3.2-3.799 (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. Thus 3.1974 is 3.199, or varsity.
5. Even though a district may weight advanced classes, there is no weighting of grades for courses that count for the Octathlon GPA. An "A" grade will count 4 points for Octathlon 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.
6. Section "COURSES" in this manual includes all courses to be used in computing the GPA.
7. 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.

8. 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.
9. 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.
10. 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.
11. 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 Octathlon GPA.
12. 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.
13. 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.
14. 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 Octathlon GPA.
15. Participation in the United States Academic Decathlon is open to all students, regardless of race, creed, color, sex, national origin, disability, or handicap.
16. Correspondence courses, if listed on the transcript, count as any other courses.
17. If a student's grades are not available, the student must compete in the Honor division.

18. Find the *GPA Worksheet* in the “Forms” section of the TAD website <http://www.txacadec.org/decathlon.html> . The *Worksheet* is in MS Excel. **Instructions are found on the first tab.** The grades to be used come from the two previous years as listed below:

Tenth graders: All of ninth grade, plus summer sessions between ninth and tenth.  
Ninth graders: All of eighth grade, plus the summer session between eighth and ninth.

Courses to be used for eighth grade 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 8<sup>th</sup> grade courses can be found in section “COURSES” of this manual.)

19. 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 Octathlon.
- For addition information, call the Contest Coordinator or the Validation Chair.***
20. 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.
21. 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 Octathlon, even if it is on the list of courses found in the *COURSES for GPA* section of the Academic Octathlon Manual.
22. 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 Octathlon 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.
23. **NO PASS, NO PLAY:** TEA and UIL produce yearly the booklet entitled “Side by Side” which covers the guidelines about passing in order to participate. This booklet is available at the UIL website: <http://www.uil texas.org/policy/tea-uil-side-by-side>. A valuable portion of this manual is a listing of questions and answers. Also, most school

districts print a calendar of eligibility dates based on their school calendar. IT IS THE RESPONSIBILITY OF EACH OCTATHLON 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 (<http://www.txacadec.org/octathlon.html>) 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 1<sup>ST</sup> 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.

### ***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’ GPAs from the transcripts and GPA worksheets by having all GPAs 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 print-out of students and coaches should be faxed 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. The 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.



# Code of Student Conduct

All team members are expected to conduct themselves in a proper manner while attending an Academic Octathlon 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 weapon

Financial liability for all damage incurred by the 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.

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**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.**

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**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**

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# Replacement of Team Member or Team

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.

# **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 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 from UIL 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 brailled 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, the UIL 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 Bobby Hawthorne, UIL academic 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 current issues and event 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 the UIL alter a contest's judging criteria. For example, a request not to penalize a student for spelling on a written portion of the literary criticism 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.