Academic Decathlon 2025 / 2026 Handbook

Coordinated by:

Office of the Fresno County Superintendent of Schools
Michele Cantwell-Copher, Superintendent of Schools

In Partnership with:

California State University, Fresno
College of Arts and Humanities
Dr. Honora Chapman, Dean
Dr. Sergio La Porta, Associate Dean

Clovis Unified School District
Buchanan High School

Fresno Unified School District
Sunnyside High School

And our Event Sponsors:
Participating School Districts
Community Organizations and Businesses

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Academic Decathlon
2025 - 26 Important Dates

(Tentative! Dates subject to change)

Date	Event	Time	Place
September 16 Tuesday	FAD Committee Meeting	3:30 – 4:30 PM	Zoom Meeting
September 25 Thursday	FAD Coaches Meeting	3:30 – 5:00 PM	Zoom Link
October 6 Monday	CSUF Workshop	4:00 – 6:00 PM	Fresno State - Resnik Center
October 13 Monday	Madera Lecture Registration Deadline	12:00 AM - 12:00 PM	Check in with Coach
October 23 Thursday	Madera County Lecture	10:00 – 2:40 PM	Movies Madera ($10.00 Fee)
October 24 Friday	Deadline - Letter of Intent & Practice Day Registration Due	By 4:30 PM	Online Submission
October 29 Wednesday	FAD Committee Meeting	3:30 – 4:30 PM	Zoom Meeting
November 3 Saturday	CSUF Workshop	4:00 – 6:00 PM	Fresno State- Resnick Center
November 13 Thursday	FAD Committee Meeting	3:30 – 4:30 PM	Zoom Meeting
November 15 Saturday	FAD Practice Day	10:00 AM – 5:00 PM	Buchanan High School
December 1 Monday	CSUF Workshop	4:00 – 6:00 PM	Fresno State- Resnick Center
December 5 Friday	Deadline - Registration Due	By 4:30 PM	Online Submission
December 9 Tuesday	FAD Committee Meeting	3:30 - 4:30 PM	Zoom Link
January 8 Thursday	FAD Committee Meeting	3:30 - 4:30 PM	Zoom Link
January 26 Monday	Essay & Online Objectives Tests	12:00 PM - 5:00 PM	USDA Online
TBD	Speech and Interview Judge Training	-	Zoom Link
January 29 Thursday	Essay Scoring Training/Grading	10:00 AM – 6:00 PM	Fresno State Resnik Center
February 7 Saturday	Objective Tests, Super Quiz & Awards	10:00 AM - 9:00 PM	Sunnyside High School
March (TBD)	State Academic Decathlon		Santa Clara, CA
April (TBD)	National Competition		TBD

INTRODUCTION TO THE ACADEMIC DECATHLON

Like the decathlon of the ancient Greeks, the Academic Decathlon consists of ten exacting and exciting activities. While the Greek events were a contest of physical strength, the Academic Decathlon is a contest of academic strength. Modern education faces many challenges, one of which is a need for students to acquire a deep respect for knowledge and the educational process. We believe the Academic Decathlon provides a creative approach and partial solution to this particular need.

The Academic Decathlon includes ten areas of curriculum: economics, fine arts, music, language and literature, mathematics, science, social science, speech, interview, and essay culminating in the Super Quiz. The subject tests are written objective exams. The Speech and Interview sections are given orally in front of a panel of judges. The Super Quiz is the only live event held before an audience. This year's curriculum theme is "The Roaring 20's."

The 2026 Decathlon is coordinated by the office of the Fresno County Superintendent of Schools in partnership with Fresno State, participating schools, community organizations and business sponsors. The games begin January 26, 2026, and culminate in the Super Quiz and Awards held on February 7, 2026.

PARTICIPATING SCHOOLS & COACHES

SCHOOL	SCHOOL PHONE	COACH & EMAIL
Buchanan High 1560 N. Minnewawa Clovis, CA 93611	**(559) 327-3000** (559) 327-3090	**Alyssa Lomier** alyssalomier@clovisusd.k12.ca.us
Bullard High 5445 N. Palm Fresno, CA 93704	**(559) 451-4320** (559) 451-4339	**Steve Fisher** steven.fisher@fresnounified.org
Cambridge High 1001 Chestnut Fresno, CA 93721	**(559) 253-6560** (559) 266-9776	**Robert Vega** robert.vega@fresnounified.org
Central High **2045 N Dickenson** **Fresno, CA 93723**	**(559) 276-5276**	**Lindsey Sharma** lsharma@centralunified.org
Central East High 3535 N. Cornelia Ave Fresno, CA 93722	**(559) 276-0280**	**Clayton Eha** ceha@centralunified.org
Clovis East High 2940 Leonard Ave. Clovis, CA 93619	**(559) 327-4000** (559) 327-4054	**Eric Tweedie** EricTweedie@clovisusd.k12.ca.us
Clovis High 1055 Fowler Avenue Clovis, CA 93611	**(559) 327-1000** (559) 327-1010	**Mikayla Camenson** MikaylaCamenson@clovisusd.k12.ca.us
Clovis North High 2770 E. International Ave. Fresno, CA 93730	**(559) 327-5000** (559) 327-5290	**Josh Belden** JoshuaBelden@clovisusd.k12.ca.us
Clovis South High 2501 N Highland Ave Fresno CA 93737	(559) 327-5500	**Jason Kelm** jasonkelm@clovisusd.k12.ca.us
Clovis West High 1070 E. Teague Ave Fresno, CA 93720	**(559) 327-2191** (559) 327-2490	**Katy Merrill** katherinemerrill@clovisusd.k12.ca.us
Coalinga High 750 Van Ness Ave. Coalinga, CA 93210	**(559) 935-7520** (559) 935-3571	**April Wheaton** awheaton@chusd.k12.ca.us

PARTICIPATING SCHOOLS & COACHES [CONTINUED]

SCHOOL	SCHOOL PHONE	COACH & EMAIL
Design Science High 2004 E. Cambridge Fresno, CA 93703	**(559) 248-7353** (559) 248-7363	**Lisa Portela** lisa.portela@fresnounified.org
Firebaugh High 1976 Morris Kyle Drive Firebaugh, CA 93622	**(559) 659-1415** (559) 659-2636	**Zachary Baroni** zbaroni@fldusd.org
Fowler High 701 East Main Fowler, CA 93625	**(559) 834-6160** (559) 834-3284	**Layne Cadieux** layne.cadieux@fowler.k12.ca.us
Fresno High 701 East Main Fowler, CA 93625	**(559) 834-6160** (559) 834-3284	**Jamie Anthony** Jamie.Anthony@fresnounified.org
Hallmark Academy 2445 9th Street Sanger, CA 93657	**(559) 524-7170**	**Angela Ballew** angela_ballew@sangerusd.net
Hoover High 5550 N. First Street Fresno, CA 93710	**(559) 451-4000**	**Steve Ledesma** steve.ledesma@fresnounified.org
Justin Garza High 4100 N. Grantland Ave Fresno, CA 93723	**(559) 275-4100**	**Michael Garcia** michaelgarcia@centralusd.k12.ca.us
Kerman High 205 S 1st Street Kerman, CA 93630	**(559) 843-9700**	**Daniel Mello** daniel.mello@kermanusd.com
Kingsburg High 1900 18th Avenue Kingsburg, CA 93631	**(559) 897-5156** (559) 897-7759	**Daniel Albers** dalbers@kingsburghigh.com
Orange Cove High 1700 S Anchor Ave. Orange Cove, CA 93646	**(559) 626-5900**	**Ryan Robertson** robertson-r@kcud.com
Pershing Cont. High 855 W. Nielsen Ave. Fresno, CA 93706	**(559) 268-2272** (559) 268-2279	**Trinidad Fuentes** tfuentes@centralusd.k12.ca.us

PARTICIPATING SCHOOLS & COACHES [CONTINUED]

SCHOOL	SCHOOL PHONE	COACH & EMAIL
Reedley High 740 W. North Ave. Reedley, CA 93654	**(559) 305-7100** (559) 638-1202	**Renee Curwick** curwick-r@kcusd.com
Riverdale High 3086 W Mt. Whitney Ave. Riverdale, CA 93656	**(559) 867-3562**	**Jesse Cuiriz** jessecuiriz@rjusd.org
Roosevelt High 4250 E Tulare Avenue Fresno, CA 93702	**(559) 253-5200**	**Jessica Jones** jessica.jones@fresnounified.org
Sanger High 1045 Bethel Ave. Sanger, CA 93657	**(559) 524-7121** (559) 875-8848	**Angelique Duvet-Tovar** angelique_tovar@sangerusd.net
Sunnyside High 1019 S Peach Ave. Fresno, CA 93727	**(559) 253-6700**	**Adam VonBoltenstern** adam.vonboltenstern@fresnounified.org
University High 2611 E. Matoian Way M/S UH134 Fresno, CA 93740-8010	**(559) 278-8263** (559) 278-0447	**Gerardo Escoto** gescoto82@gmail.com
Washington Union High 6041 S. Elm Ave. Fresno, CA 93706	**(559) 485-8805** (559) 485-4435	**Gabriela Villalobos/Brian Miller** gaby.villalobos@wusd.ws brian.miller@wusd.ws

DECATHLON STEERING COMMITTEE

NAME/RESPONSIBILITY	PHONE/EMAIL	ADDRESS
Dan Aldape Awards Ceremony	**(559) 930-4386** dan@wowproductions.org	WOW Productions 6569 N Riverside Drive, Suite 102 Fresno, CA 93722
Norm Anderson Super Quiz Training	**(559) 327-9350** normanderson@cusd.com	Clovis Unified 1735 David E. Cook Way Clovis, CA 93611
Monorith Arun Tech Support	**(559) 248-7564** monorith.arun@fresnounified.org	2727 N. Cedar Fresno, CA 93703
Lisa Birrell Publicity	**(559) 603-6735** lbirrell@fcoe.org	Office of the Fresno County Supt. of Schools
Olegario Tapia Solis Test Proctors	otapiasolis@centralusd.k12.ca.us	Central Unified 4605 N. Polk Avenue Fresno, CA 93722
Cynthia Villarreal Assistant Coordinator	**(559) 603-6730** cvillarreal@fcoe.org	Office of the Fresno County Supt. of Schools
Luke Hicks Test Packet Runners	**(559) 265-3075** lukehicks@clovisusd.k12.ca.us	Clovis Unified School District 1735 David E. Cook Way Clovis, CA 93611
Pamela Taylor Speech/Interview Volunteer Recruitment	pamela.taylor@fresnounified.org	Fresno Unified School District 2309 Tulare Street Fresno, CA 93721
Kim Leslie Test Proctor Recruitment &Training	**(559) 999-5218** kimbroughl@sbcglobal.net	3401 Griffith Ave Clovis, CA 93619
Dave Highbaugh Event Support	**(559) 859-3765** davehigh@icloud.com	3265 W. Stanford Ave Englewood, CO 80110
Dr. Gregory Lomack Super Quiz	**(559) 327-9150** gregorylomack@cusd.com	Clovis Unified 1735 David E. Cook Way Clovis, CA 93611

DECATHLON STEERING COMMITTEE [CONTINUED]

NAME/RESPONSIBILITY	PHONE/FAX/EMAIL	ADDRESS
Brett Mar Sunnyside Contact Super Quiz & Awards	**(559) 253-6700** Brett.Mar@fresnounified.org	Sunnyside High School 1019 S Peach Avenue Fresno, CA 93727
Jonmari Loving Decorations	**(559) 898-6550** JLoving@selma.k12.ca.us	Selma High School 3125 Wright Street Selma, CA 93662
Scott Okada Essay Grading	**(559) 524-7121** Scott_okada@sanger.k12.ca.us	Sanger High School 1045 N Bethel Ave Sanger, CA 93657
Amber Fontes Scoring	**(559) 603-6708** afontes@fcoe.org	Office of the Fresno County Supt. of Schools
Michael Springer Scoring	**(559) 603-6714** mspringer@fcoe.org	Office of the Fresno County Supt. of Schools
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Joe Riccardi Delivery/Logistics	**(559) 265-3080** jriccardi@fcoe.org	Office of the Fresno County Supt. of Schools
Brenna Barks CSUF – Liaison / College Credit	**(559) 278-3056** brennab@mail.fresnostate.edu	California State University, Fresno 2380 E. Keats, Rm. 186 M/S 99 Fresno, CA 93740-0099
Carina Fulvio Test Proctor Support & Food	**(559) 443-4861** cfulvio@fcoe.org	Office of the Fresno County Supt. of Schools
Alicia Hardcastle Transcripts	**(559) 864-6500** ahardcastle@caruthers.k12.ca.us	Caruthers High School 2580 W. Tahoe Ave Caruthers, CA 93609
Cathie Salanitro Event Support	**(559) 278-3056** cathies@mail.fresnostate.edu	California State University, Fresno 2380 E. Keats, Rm. 186 M/S 99 Fresno, CA 93740-009

Objectives & Essay Competition Schedule
Monday, January 26, 2026
USAD Online

Coaches & Students
(Suggested Schedule)

Time		Activity	Location
12:30	PM	Sign-in	USAD Online
1:00	PM	Language & Literature	USAD Online
1:30	PM	Social Science	USAD Online
2:00	PM	Science	USAD Online
2:45	PM	Essay	USAD Online
5:00	PM	Testing window closes	USAD Online

Online testing instructions will be sent to coaches.

Essay Training / Grading

Thursday, January 29, 2026

Essay Graders
**Please bring laptops as all grading will be done on the USAD site. **

Time		Activity	Location
8:00 – 5:00	PM	Training & Grading	FCSS- 1111 Van Ness Ave. Conference Room 301

Speech & Interview Schedule
Saturday, January 31, 2026
Fresno State

Coaches & Students

10:00	AM	Check-In	Resnick Center
11:00	AM	Speech Sessions	As Assigned
12:00 – 2:00	PM	Lunch (Please work around your Speech time.)	Resnick Center
2:15	PM	Interview Sessions	As Assigned

Judges
Zoom Training

Wednesday, January 28th @ 4:30 PM *(Both events covered)* – Zoom

Event Day – Saturday January 31St

9:00	AM	Check in for Speech Judges	Resnick Center
10:00	AM	Training Recap	Resnick Center
10:30	AM	Adjourn to Rooms	As Assigned
11:00	AM	Speech Sessions Begin	As Assigned
1:00	PM	Lunch & Interview Check-In	Resnick Center
1:45	PM	Adjourn to Rooms	As Assigned
2:15	PM	Interview Sessions Begin	As Assigned

Saturday, February 7, 2026
Objectives, Super Quiz & Awards
Sunnyside High School

Students / Coaches

9:45	AM	Check-In	Gym Lobby
10:45		Welcome	Small Gym
11:00		Adjourn to rooms	Test Rooms
11:05		Test Instructions	Test Rooms
11:15		Math	Test Rooms
11:45	PM	Economics	Test Rooms
12:15-12-25		Break	Cafeteria
12:30		Art	Test Rooms
1:00		Music	Test Rooms
1:30 – 2:30		Lunch	Corridors/Restrooms
2:45		Line Up for Super Quiz	Outside Large Gym
3:00		Super Quiz Team March	Large Gym
3:15		Super Quiz Rounds 1-3	Large Gym
5:00		Dinner Break	Food Trucks 0
6:30		Awards Ceremony	Large Gym

Proctors / Audience

10:00	AM	Test Proctor Training	TBD
10:45		Adjourn to Rooms	As Assigned
12:15	PM	10 – Min Break	Proctor Room
1:30		Test Proctor Lunch (1 Hour)	Large Gym
1:45		Super Quiz Proctor Check – In	Large Gym
2:45		Audience Arrival	Large Gym
3:00		Super Quiz Begins	Large Gym
6:30		Awards Ceremony	Large Gym

RULES

Notations in **Bold** apply to online testing.

1. <u>School Categories</u>: Schools will be placed in divisions based upon their 3-year average score, dropping lowest score. The natural score breaks for the minimum Score Averages for 2025-2026 are (Div. 1= 30K+, Div. 2= 26K+, Div. 3= 19K+, and Div. 4 – no minimum score) If a school elects to move up in division voluntarily, please let the competition manager know before the registration deadline.

2. <u>Team selection and Team I vs. Team II</u>: Final selection of Team I competitors must be completed by the time of registration, and copies of official transcripts submitted. Teams shall not consist of more than twelve members. Of these 12, there are 9 core members and three alternates. The core 9 listed on the registration will compete in the Super Quiz. Additional students wishing to participate for college credit will be categorized as Team II and are not eligible for awards. These students do not compete in the Super Quiz. GPA calculations are not required for Team II participants, Honor category competitors or Freshman.

3. <u>Registration</u>: Registration is not considered to be official unless all information has been completed accurately on all forms, accompanied by this year's official transcripts, and <u>delivered to the Office of the Fresno County Superintendent of Schools, Special Projects (1111 Van Ness Avenue, Fresno CA 93721)</u> by deadline date on registration forms. NEW: Teams will be invoiced after registration.

4. <u>Registration Form Special Note</u>: Please read School and Team Registration Form carefully and be sure that the English teacher and your principal have signed the registration form. All contacts regarding the essay reading will be sent to the teacher named on the form. It is essential that the name be correct.

5. <u>Eligibility</u>: OFFICIAL student transcripts determine eligibility and must be submitted with registration. Each student (except Honor category, Freshman and Team II) please include the official transcripts with cumulative GPA HIGHLIGHTED (please see detailed eligibility guidelines in the next section).

6. <u>GPA</u>: County and school personnel will certify GPA's for the county championship teams. Interpretive decisions by county competition managers will be upheld by CAD.

7. <u>Tardiness</u>: Contestants are charged with the responsibility of being in the proper test room on time. If a contestant is tardy, he/she will not be allowed to make up time lost.
   a. **Competitors who do not start an online test on time or are absent for one or more tests (not due to a technological malfunction) will not be allowed to make up time lost.**

8. <u>Leaving the testing room</u>: If a contestant must leave the testing room for any reason, he/she must first get permission from the proctor. Time lost away from the room may not be made up.
   a. **If a competitor must leave their computer / test area for any reason, they must get permission from the proctor. Time lost from online testing may not be made up unless it is due to a verified technology malfunction.**

9. <u>Removal/Withdrawal</u>: In the case of emergency or illness, a contestant must formally withdraw in order to be eligible for any awards. To formally withdraw, student must give written excuse to a proctor or Decathlon official. If a contestant leaves the Decathlon without formally withdrawing, or is removed because of cheating or misconduct, the contestant will not be eligible for any awards, his/her score will not be included in the team's total score and they will not be eligible to participate in the state event.

10. <u>Disqualification</u>: Any person possessing current or previous year's tests or test items, except for published practice tests, will disqualify themselves and their school from Decathlon participation. Any person possessing materials (study or otherwise) other than a pencil and a calculator on the Super Quiz floor will have their entire team's Super Quiz score disqualified.
   a. **Any person possessing previous or current curriculum and/or test related material during the online testing process will disqualify themselves and their school from the competition.**

RULES [CONTINUED]

11. <u>Cheating</u>: If a proctor finds a contestant involved in any unauthorized communication (electronic device usage, notes etc.), the proctor must report the incident to the general chairperson. The item(s) will be confiscated, and the decision of the chairperson is final and irrevocable. (Please see rule #12.)
    NOTE: All printed materials necessary for taking the written tests will be supplied by the proctor. No additional items should be brought into the testing room by the students, except their calculator. Please remind students to wear a basic function watch if they need to keep time.

12. <u>Cellphones/Electronic Devices/Other Materials</u>: Cellphones, tablets, Smart Watches and other electronic devices with data transfer capabilities are NOT ALLOWED during any testing event.
    For Speech/Interview: Students may have their phones <u>with them</u> on the day of competition but <u>cannot use them</u> in testing areas.
    For Objectives/Super Quiz: Students may NOT have their phones with them on this day of competition. NO ELECTRONIC DEVICES are allowed on Day 2 of the competition until the completion of the Super Quiz. Any device that is discovered in the possession of a participating student will be confiscated and all tests taken by the student that day are disqualified.

13. <u>Test Scoring</u>: The SCORING CENTER is out of bounds to everyone except designated officials.

14. <u>Speech/Interview</u>: Students are asked not to reveal the name of their school to judges during this event, but there is no deduction if they do.

15. <u>Essays</u>: All competitive essays will be read by two judges. If there is a 200+ point discrepancy between the scores, a third judge will read the essay and the two closest scores (of the three) will be averaged for a final score.

16. <u>Identification Numbers</u>: For in-person objective testing, scantrons will be pre-coded with student names, ID numbers and test names. Students are responsible for checking that each scantron has the correct student name, ID number, and test name on it. Tests and scantrons must be signed by each contestant and turned in.
    a. **For online exams, the student's ID will be their 4-digit school and student number. Each student will be given an individual online access code for testing.**

17. <u>Most Improved Team</u>: The Most Improved Team award is based on the full team score improvement between one year and the next (full team score = at least 2 members in each category taking all subjective and objective tests). Only full team scores compared from the last year to the current year will be eligible for the award.

18. <u>Dress Code</u>: Any clothing, which identifies your school, may not be worn during the Speech/Interview competitions, but will be permitted for the rest of the competition and at the Awards Ceremony. Students are encouraged to dress as would be appropriate for a job interview for the Speeches and Interviews, keeping in mind that appearance is a consideration in judging (see Non-Verbal Language and Physical Appearance on the evaluation form in the "Helpful Information" section). Students will be asked to abide by the dress code instituted by the steering committee for the Super Quiz and the Awards Ceremony, as well. While team spirit is encouraged, students must always present a professional appearance even in their casual team apparel.

19. <u>Protests</u>: The Fresno County Academic Decathlon rules for AD protests conform with the state (CAD) and other counties' procedures. All protests must be written and follow the guidelines on the forms at the back of this handbook.

20. <u>State fees</u>: California Academic Decathlon fees are the responsibility of the winning school and any wild card initiatives.

Academic Decathlon Team & GPA Requirements: California Academic Decathlon (CAD) vs. United States Academic Decathlon (USAD) 2025-2026

School Participation

The California Academic Decathlon (CAD) is a statewide academic competition that challenges high school students in ten distinct subject areas. Each participating school is identified by its official County-District-School (CDS) code as registered with the California Department of Education. To qualify as a full-time student for CAD purposes, a student must be enrolled in a minimum of four class periods per day.

Schools may participate in CAD with as few as one full-time enrolled high school student. While there is no statewide cap on the number of students who may participate in a school's local program, each school must comply with the participation limits and requirements set by its designated region. Schools are encouraged to confirm specific participation requirements directly with their regional coordinator.

Schools that do not field an official team may still engage in CAD activities at the regional level, including scrimmages, workshops, and other special events. Although these schools will not be eligible for state-level team competition, they may qualify individual students for the state online Heptathlon.

Team Participation Requirements

An official CAD team must consist of no fewer than six and no more than nine full-time high school students from the same school, enrolled in grades nine through twelve. To ensure balanced representation of varying academic achievement levels, each team must include at least two and no more than three students in each of the following GPA-based categories: Honor, Scholastic, and Varsity. Honor category students must have an unweighted cumulative GPA between 3.90 and 4.00, Scholastic category students between 3.40 and 3.89, and Varsity category students between 0.00 and 3.39.

Students may compete in a higher GPA category than their classification but may not compete in a lower category. If a team that has qualified for the state championship falls below the minimum required number of six team members after the conclusion of the regional competition due to unexpected withdrawals, the team will remain eligible to compete at the state level.

GPA Classification and Calculation

CAD determines student placement in competition categories (Honor, Scholastic, or Varsity) using only the unweighted cumulative GPA as listed on the student's official high school transcript. This GPA must include all coursework completed prior to the current grade level and must exclude all grades earned during the current academic year. Only grades earned through the summer immediately preceding the current school year are counted toward eligibility. Pass/Fail and Credit/No Credit courses are excluded from GPA calculations; only letter-graded coursework is considered.

Freshmen

Freshmen placement is based on proof of full-time enrollment; GPA category is not determined until the sophomore year. Freshmen are considered "wildcards" and may compete in any category with verification of full-time enrollment. To establish eligibility, transcripts are required to verify that the student is enrolled full-time with a minimum of four courses during the semester in which they are competing. Transcripts are not required to include prior coursework for placement purposes.

The Academic Decathlon is open to students enrolled in grades 9–12. In circumstances where 9th-grade students are not directly affiliated with a high school, the high school may utilize the United States Academic Decathlon (USAD) Cooperative Team Application to recruit eligible 9th-grade students from its designated feeder school. For the current competition year, eligibility for the wild card category is limited exclusively to 9th-grade students.

For Sophomores, Juniors, and Seniors

For clarity regarding which years of coursework are counted:

- **Seniors** – GPA includes grades from the summer before senior year, all coursework from junior, sophomore, and freshman years, and the summer before freshman year if grades are reported on the transcript.

- **Juniors** – GPA includes grades from the summer before junior year, all coursework from sophomore and freshman years, and the summer before freshman year if grades are reported on the transcript.

- **Sophomores** – GPA includes grades from the summer before sophomore year, all coursework from freshman year, and the summer before freshman year if grades are reported on the transcript.

All transcripts used for placement must be dated September 1 or later to be valid for advancement to state-level competition. Students must have at least one full year of cumulative GPA data; if less is available, the school must provide documentation explaining why additional years cannot be included.

Weighted GPAs that assign extra points for Advanced Placement, International Baccalaureate, or honors courses are not considered. When the CAD GPA Calculation Worksheet is used, you have the option to select the method your school follows for calculating unweighted cumulative grades. **Grades may be calculated using the Princeton Review model, which includes plus and minus grading modifiers, or without the +/- if your school does not factor them into its GPA. This ensures the calculation aligns with the approach your school officially recognizes.**

College coursework may be included if it appears on the official high school transcript and is factored into the cumulative GPA. Physical Education, student aide positions, and summer school courses are included only if they appear on the transcript with grades. Home-schooled students and foreign exchange students must submit transcripts issued or verified by a recognized high school or district authority. The unweighted cumulative GPA on those transcripts will determine placement. If a transcript is revised after submission, changes must be reported immediately to the regional coordinator.

Transcript Verification

Each high school must submit official transcripts for all students competing in the California Academic Decathlon (CAD) to its regional coordinator at the local competition in which the team is entered. These transcripts serve as the final certification of each decathlete's eligibility and GPA category. The regional coordinator will review GPA computations in accordance with CAD's GPA guidelines to verify eligibility, but it remains the responsibility of the coach and student to ensure proper placement in the correct category. In California, GPAs must be calculated using CAD's GPA initiative. All grades appearing on the transcript are included in the calculation to ensure consistency and avoid subjective decisions about which grades to count.

If a transcript does not list a cumulative unweighted GPA, or if current-year grades must be excluded, the school must either use the CAD GPA Calculation Worksheet or submit a registrar's signed report on official school letterhead listing each participating student's full name, current grade, and unweighted cumulative GPA. The CAD GPA Calculation Worksheet, based on the GPA scale published by The Princeton Review, is an Excel-based tool that automatically calculates a decathlete's GPA and identifies the lowest eligible category in which the student may compete.

GPA Categories

CAD uses the following GPA categories for placement: Varsity is 0.00 to 3.39, Scholastic is 3.40 to 3.89, and Honor is 3.90 to 4.00.

Special Accommodations and Testing Assistance

Without a copy of a decathlete's Individualized Education Program (IEP) and history of how the decathlete has been accommodated in previous competitions, decathletes are not allowed to bring any other materials or aides to assist them in testing other than approved calculators for math and wrist watches (timers) that produce no noise, into the testing room.

If a decathlete wishes to use words or phrases from a foreign language in his/her speech or interview, then they are responsible for translating those words and/or phrases into English, and this must be done within the given time limit. The use of foreign language interpreters during competition is prohibited.

Teams Advancing to The State Competitions

The California Academic Decathlon (CAD) offers a diverse range of state competitions, catering to the varied needs and preferences of participating schools and individuals. These competitions include the Decathlon, the Octathlon, and the Heptathlon, each with its distinct format, eligibility requirements, and award structure.

The Decathlon is an in-person team competition that requires attendance at the designated host hotel. Teams participate in a welcome event, compete in all ten events, engage in the Super Quiz, and attend an in-person awards ceremony. Awards are recognized for both the overall highest-scoring teams and individual top scores in each category of each division.

The Octathlon is a virtual team competition held on a Saturday, excluding the practice portion. This competition is open to all schools that participated in the regional round 2 competition, provided they have an eligible team, and their decathletes are not competing in the Decathlon or Heptathlon. Teams compete in the seven written tests and the Essay. Awards are given to both overall top teams and individuals in each category and subject.

The Heptathlon, also a virtual competition, is designed for individual decathletes who wish to participate at the state level but are not part of a Decathlon or Octathlon team. Decathletes must represent a registered school participating in the CAD program for the current school year. Awards are given to overall individual top scores in each subject area along with overall top scores.

To be eligible to advance to the state competition, a decathlete must participate in all 10 individual subjects (Art, Economics, Essay, Interview, Literature, Mathematics, Music, Science, Social Science, and Speech) in Round 2 (regional competition), unless a valid, written statement explaining the circumstances is provided by the regional coordinator and approved by the state director. Additionally, each decathlete must be a full-time student at the high school they represent at the time of competition and must compete in the appropriate category (Honor, Scholastic, or Varsity) of Academic Decathlon.

The CAD offers a variety of state competitions to accommodate the diverse needs and preferences of participating schools and individuals. The Decathlon, Octathlon, and Heptathlon each provide unique opportunities for recognition and achievement, while ensuring a level playing field through standardized eligibility requirements.

Teams Advancing To The National Finals

The California Academic Decathlon (CAD) has established stringent guidelines for teams advancing to the National Finals. To qualify, teams must adhere to the USAD's prescribed composition, ensuring that the decathletes who attend the National Finals are the same individuals who participated in and won the state competition. Exceptions are only permitted in medical emergencies or other extenuating circumstances and must be approved in advance by both CAD and USAD.

The CAD organization retains the authority to disqualify a team from attending the National Finals if they do not comply with the established rules and practices. In such cases, another team may be selected to represent the state. The decision of the CAD organization is final, although they will promptly notify USAD of any such occurrences.

Following the completion of the National Finals, California teams, including online teams and individual participants, may be required to submit officially signed, stamped, and sealed high school transcripts for all decathletes who participated. If requested, the transcripts must be dated after April 1 and received by the CAD office by May 31. Failure to comply with this request will result in ineligibility for participation in both the state and national competitions the following year.

The Academic Decathlon is open to all decathletes, regardless of their race, creed, color, sex, sexual orientation, religion, national origin, disability, or handicap. Participation in the program is voluntary and inclusive.

Questions regarding eligibility should be addressed to CAD at info@academicdecathlon.org or 707-330-3276.

USAD Standardized GPA Calculation For National Finals.

Academic Decathlon GPA calculations are used to place students into one of three categories: Honor, Scholastic, or Varsity. The process for calculating these GPAs is standardized and has specific rules regarding which grades and courses are included. Below is a summary of the USAD Standardized GPA Calculation for national finals.

USAD GPA Calculation Rules

- **Timeline:** For 9th graders, the GPA is based on 8th-grade and summer grades. For students in 10th, 11th, and 12th grade, the GPA is calculated using the grades from the two academic years prior to their current grade level.
- **Course Eligibility:** Only grades from courses that are academic in nature (focused on concepts, ideas, and theories) and use objective assessments are included. Courses that are hands-on, performance-based, or specifically for the Academic Decathlon competition itself are not counted. The CAD office has the final say on any borderline courses.
- **Standardized Grading System:** All letter grades are converted to a standard numerical scale: A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F and below = 0.0. Plus, or minus modifiers do not affect the point value. There is no weighting for honors or advanced placement courses.
- **Failed Courses:** Failed courses are included in the GPA. If a course is failed and then repeated within the focus period, both grades are counted.
- **Incomplete, Credit/No Credit, or Pass/No Pass (ICP) Grades:** These grades are not included in the GPA unless they result in a failing grade. To convert an ICP grade to a letter grade for calculation purposes, a coach must provide verified documentation to the regional coordinator and state director for USAD approval.

USAD Special Circumstances

- **College Courses:** Grades from college courses are included only if they are listed on the student's official high school transcript, receive high school credit, and are considered acceptable academic courses by the CAD program.
- **Home-Schooled and Independent Study Students:** Students enrolled in home-school or independent study programs may participate as a team if they meet all team requirements, or they may compete through their local high school if permitted by the school district and state law. Eligibility and classification are determined in accordance with state law and are subject to the final authority of the State Academic Decathlon organization.
- **Foreign Exchange Students:** These students are eligible to participate. If they lack a valid transcript, they are placed in the Honor category. To qualify for the Scholastic or Varsity categories, a coach must provide documentation of a comparable academic standing from their previous school system. This documentation is subject to review and final approval by the USAD.
- **Transcript Modifications:** If a student's grade is changed, the new grade must be reported immediately. The GPA will be re-evaluated to determine if the student's category needs to be adjusted. Failure to report a change can result in disqualification.

CAD vs. USAD Team & GPA Requirements for 2025-2026

Requirement	California Academic Decathlon (CAD)	United States Academic Decathlon (USAD)
Team Size	6–9 students (grades 9–12)	Same as CAD
Team Structure	Must have 2–3 students in each GPA category (Honor, Scholastic, Varsity)	Same as CAD
GPA Categories	Honor: 3.90 or higher Scholastic: 3.40–3.89 Varsity: 3.39 or lower	Honor: 3.80 or higher Scholastic: 3.20–3.79 Varsity: 3.19 or lower

Freshmen Eligibility	Freshmen may serve as wildcards and compete in any category (full-time enrollment required)	Freshmen use their 8th grade transcript for GPA classification
GPA Calculation Method	Uses unweighted cumulative GPA from official school transcripts; AP/IB/honors weighting not considered	GPA based only on USAD-approved, theory-based courses (excludes skills/PE/choir/etc.); weighted GPAs not considered
Years Used for GPA	Current cumulative GPA (sophomores–seniors)	Previous two academic years; freshmen use 8th grade, only.
Compete Up/Down Rule	Students may compete up into a higher category, but not down	Same as CAD

CALCULATOR POLICY

CALIFORNIA ACADEMIC DECATHLON CALCULATOR POLICY
This policy applies for all competitions held in California.

Competitors May Use Calculators for the Mathematics Test

1. If competitors wish to use calculators on the Mathematics Test, they are responsible for bringing them to the test. Calculators will not be provided for decathletes who do not bring their own. Calculator use is permitted only for Mathematics; competitors will not be allowed to use calculators on any other test.
2. CAD no longer requires decathletes to clear the memory of their graphing calculators.

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 Prohibited Calculators. Competitors may bring a backup calculator if they wish. **Decathletes using a prohibited calculator will have their math score disqualified and may be disqualified from competition for that year.**

Prohibited Calculators

Calculators with any of the following features are NOT allowed in CAD competitions:
- pocket organizers
- hand-held or laptop computers
- electronic writing pads or pen-input devices
- models with an alphabetic (QWERTY) 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**
- NOTE: USAD has approved the TI-Nspire calculator so long as it does not have the (CAS) stamped on the back side of the machine.

Because companies are continuously introducing new products, it would be impossible for CAD 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.

Competing without a Calculator

Competitors may opt to take the Mathematics Test without a calculator; however, CAD is suggesting competitors use a basic, scientific, or graphing calculator for solving the trigonometry test items.

Calculator Failure During a Test

If a competitor's calculator stops working during a test, the student may use their backup calculator or 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.

AWARDS AND SCHOOL DIVISIONS

Sweepstakes Trophy

The highest scoring school will receive the perpetual sweepstakes trophy, which revolves each year to the winning school.

(Overall, Team Scores are the total of the top two scores from Varsity, Scholastic, and Honor combined excluding Super Quiz)

Individual Awards
Divisions 1, 2, 3 and 4

First Place	Honor
First Place	Scholastic
First Place	Varsity

Second Place	Honor
Second Place	Scholastic
Second Place	Varsity

Third Place	Honor
Third Place	Scholastic
Third Place	Varsity

Team Awards
Divisions 1, 2, 3 and 4

Trophies for teams placing first and plaques for teams placing second in highest overall score by division. Individual team members will receive medals. Trophies and individual medals for top ten teams overall – regardless of division.

Dean's Trophies
Divisions 1, 2, 3 and 4

Trophies given to individuals placing first through third in highest overall score.

Super Quiz

Trophies for teams placing first through fifth in highest overall Super Quiz score. Individual team members will receive medals. Super Quiz team score is not included in overall team competition score.

School Improvement

Trophy for the school whose full team score has improved the most from the previous year including $50 scholarship for each team member.

Scholarships

Awarded to Dean's Trophy winners and other top scoring students. Dollar amounts of scholarships are decided annually based on funds available. See event program for more details.

School Divisions			
Division 1	**Division 2**	**Division 3**	**Division 4**
University	Buchanan	Fowler	Pershing
Hallmark Academy	Sunnyside	Reedley	Central
Design Science	Kerman	Roosevelt	Hoover
Sanger	Firebaugh	Orange Cove	Central East
Clovis North	Clovis East	Big Picture	E-Learn Academy
Clovis	Clovis West	Coalinga	Fresno High
Bullard	Washington Union	Cambridge	

	Kingsburg		

REGISTRATION & INFORMATION
Registration will be online

STUDENT GPA COMPUTATION SHEET
(Complete GPA sheet only if you are attending state)

Instructions for GPA Calculation

Complete only the YELLOW sections of the worksheet.

> **[A] SCHOOL.** Type in name of school.
> **[B] GRADE.** Type in grade in which the student is currently enrolled. (i.e., 9, 10, 11 or 12)
> **[C] FIRST NAME.** Type in student's FIRST name.
> **[D] LAST NAME.** Type in student's LAST name.

At this point, do a "Save As" for your worksheet. Name the file so it clearly indicates your team and student's name (ex: GPA_School_Student's Name). Save your work regularly so you do not have to redo it if your file closes unexpectedly.

> **[E] YEAR.** Enter the year of course work being accepted (i.e., 2020-21, 2021 Summer).
> **[F] COURSES.** Enter all acceptable courses (for AcaDec GPA) in the appropriate semester.
> **[G] GRADE.** Enter the letter grade received for each course listed. (i.e., A+, A, A-)

POINTS. Points for each course will be automatically calculated. Points can be verified per the key at the top of the GPA Calculation Worksheet.

> **[H] CREDITS COMPLETED.** Enter the credits completed for each class listed. Use the following as a guide unless your school's curriculum defines the specific credits completed earned by a course:
>
> > 10.00 credits completed for full year grade.
> > 5.00 credits completed for a half year grade.
> > 3.33 credits completed for a trimester grade.
> > 2.25 credits completed for a quarter year grade.
>
> The formula will convert it into the appropriate number for calculation.
>
> **Variable Credits**
> Schools (i.e., alternative independent schools, charter schools, etc.) that use variable credits based on how much students have completed throughout the year. Their credits are 10.00 for one year and 5.00 for a semester. Consequently, if a student received 7.00 credits for one class, this would equal 7.00 credits completed.

TOTAL POINTS. This field calculates automatically. DO NOT attempt to change the calculation or manually enter a number. The calculation is POINTS x CREDITS COMPLETED.

CALCULATED GPA. The calculated GPA represents the student's GPA for the purpose of Academic Decathlon Competition.

Fields not shaded in yellow are protected and automatically calculate. The formula uses the USAD accepted cut off GPA's to identify the lowest division in which the student may compete. Students can always compete in a higher division but may NOT compete in a lower division. The division indicated by YES is the lowest division in which this student may compete in Academic Decathlon.

STUDENT GPA COMPUTATION SHEET

(TO BE COMPLETED ONLINE)

http://www.academicdecathlon.org/GPA.htm

California Academic Decathlon: GPA Calculation Worksheet

High School	[A] school name		Grade	[B] grade
Student's Name	[C] first name	[D] last name		

*POINTS: A+, A, A- = 4.00   B+, B, B- = 3.00   C+, C, C- = 2.00   D+, D, D- = 1.00   F = 0.00
**CREDIT HOURS COMPLETED: Report what is listed on the official transcript for each acceptable course.
(i.e., 10.00 full year   5.00 = semester   3.33 = trimester   2.25 = quarter)
Courses graded numerically, should be converted to alpha grades based on the school's official conversion policy.

COURSES		GRADE	POINTS*	CREDIT HOURS COMPLETED**	TOTAL POINTS (points x credit hours)
Year:	[E] School Year	(Must include all eligible Fall, Spring, and Summer Courses)			
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0		0.00
[F] course name		[G] grade	0	[H]**	0.00
Year:	[E] School Year	(Must include all eligible Fall, Spring, and Summer Courses)			
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
[F] course name		[G] grade	0	[H]**	0.00
		TOTALS =	0		0.00
		Calculated GPA =			

Academic Decathlon Level =	3.80 - 4.00 GPA	HONOR	NO	CALCULATED GPA = Total Points/Total Credit hours Completed
	3.20 - 3.799 GPA	SCHOLASTIC	NO	
	0.00 - 3.199 GPA	VARSITY	YES	

California Academic Decathlon

Incorporated from the United States Academic Decathlon

www.academicdecathlon.org/GPA.htm

EXAMPLES OF SPECIFIC ACCEPTED/UNACCEPTED COURSES

ACADEMIC COURSE GRADES FOR GPA CALCULATION

Conversions:

Honor = 3.80 – 4.00 GPA[34]		Scholastic = 3.20 – 3.79 GPA[34]		Varsity = 0.00 – 3.19 GPA[34]	
Grade/Points:	A = 4	B = 3	C = 3	D = 1	F = 0
90 – 100 = A	80-89 = 3	70-79 = 2	60 – 69 = 1	0 – 59 = 0	

Incomplete, Pass/No Pass, Credit/No Credit grades are not included unless a grade appears on the transcript.[12]

A-G Course List: Academic Decathlon, California: https://hs-articulation.ucop.edu/agcourselist (Copy and paste into URL location bar.)
Select "Courses" and enter "Decathlon."

Acceptable Courses

- Academic Business Courses
- Accounting
- Ag Biology [15]
- Ag Business
- Ag Science (Theory)
- Algebra Fundamentals [14]
- Algebra Lab [8]
- Algebra Support [9]
- Algebra Readiness [10]
- American Sign Language [29]
- Anatomy [17]
- Art Appreciation
- Art History
- Basic Business Economics
- Business Concepts
- Business Management
- Business, Intro to
- Business, Principles of
- Basic Communications
- Business Law
- Computer Literacy
- Computer Programming Language [5]
- Computer Science [5]

- Consumer Economics
- Creative Writing
- Creative Writing, Advanced
- Criminal Law (Justice)
- Debate
- Distance Learning [28]
- Drama Comp / Drama Literature [22]
- Earth Science (Theory)
- Economics
- Engineering Design (Theory)
- English/Language Arts
- English Intervention / ELD [7, 27]
- Foreign Language Arts
- Foreign Language
- Foreign Language: American Sign Language
- Forensics (Science, Bio Tech) [3]
- Geography [4]
- Group Problem Solving (Communications)
- History of Motion Pictures [6]
- Humanities
- Journalism [18]
- Kinesiology [30]
- Marketing (Theory)

- Mathematics
- Music Appreciation
- Music History
- Music Theory
- Oral Communications
- Political Science [19]
- Principles of Technology (Science)
- Psychology
- Reading (8th Grade) [13]
- Robotics [24]
- Science (Theory)
- Social (American) Justice [20]
- Social Studies (Contemporary Issues)
- Sociology
- Speech
- Statistics (Math)
- Theory of Knowledge [2]
- U.S. History
- Upward Bound Courses [16]
- Visual Arts, IB [21]
- World Geography
- World History
- Writing

Unacceptable Courses

(How to, skills-type; non-book learning; Lab/hands-on courses)

- Academic Decathlon
- AVID courses [1]
- Agriculture [36]
- Ag Mechanics [25]
- AP Seminar (AP Capstone™) [33]
- Architectural Drawing
- Art (Ceramics, Drawing, Multi-Cultural)
- Astronomy (unless a Science credit)
- Automotive
- AVID (Advancement Via Individual Determination)
- Band/Chorus
- CAHSEE Math [11]
- Child Development
- Computer: (Information Processing, Keyboarding, Lab, Micro Applications, Software Courses)
- Computers, Careers, and Finance [32]
- Crime Science [31]
- Current Events (unless Social Studies)
- Drafting

- Drama / Advanced Drama [23]
- Driver's Education
- Electronics
- Engineering Graphics
- Ethic Law (Theology)
- Film
- Graphics
- Health Education
- Home Economics
- Horticulture
- Independent Study
- Industry
- Jewelry
- Mechanical Drawing
- Media Studies
- Medical Ethics
- Metal Procedures
- Morality and Issues
- Multi-Media (Communications)
- Newspaper, School [18]
- Personal Law

- Photography
- Physical Education
- Printmaking
- Project Lead The Way (PLTW) [35]
- Public Safety [26]
- Record Keeping
- Religion
- ROTC
- Shop
- Shorthand/Speed Writing
- Spelling (8th Grade) [13]
- Stage Craft
- Television Production
- Theater Arts
- Typing
- Veterinary Science #91049 [37]
- Vocational Education Courses
- Word Processing
- Yearbook

1   AIVD was declined by USAD on 7.27.11. AVID is an elective course that teaches students how to study, read the content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring student to a higher level of understanding. AVID courses are a general elective course that helps students with study skills related to their specific academic courses. Therefore, AVID should not be counted towards GPA Verification because it is considered more of a study skills course.

2   Theory of Knowledge was approved by USAD on 8.31.11 because it appears to focus more than 50% of the time on understanding ideas, concepts, and theories of this discipline (knowledge). The course also uses texts and resources for papers, quizzes, etc. which appears to have more objective assessment rather than being more performance-based/subjective assessments.

3   Forensics was approved by USAD on 8.25.11 because the course description includes objective assessment and also covers a lot of speech, debate, public speaking, which are also listed as acceptable courses.

4   Geography was approved by USAD on 11.28.11 because the course is often tied together with Social Studies and/or History courses, which are acceptable. It was also accepted based upon the syllabus which supported this course being more theory based. Many of World Geography curriculum USAD came across in their research involved a textbook (such as *World Geography Today (Holt, Rinehart, Winston*) and assessed with tests on chapter tests, U.S. states and capitals test, and a world map test where students are required to know many of the world's countries, capitals, and locations.

5   Computer Science was approved by USAD on 1.4.12 because the course syllabus, course title and course description reviewed. Also, USAD does list Computer Programming Language (previously listed as Programming Language). Both courses appear to be aligned with a programming course as opposed to a computer lab course that involves keyboarding, word processing, or software (which USAD does not accept).

6   History of Motion Picture was approved by USAD on 1.9.12 because the course syllabus reviewed shows the curriculum focusses more than 50% of the time on concepts related to film history through outside readings, includes exams, screening quizzes a final exam. This course does not include a text book.

7   Approved by USAD on 11.29.12. English Intervention (8th grade) - This is an intervention class. Smaller class size and slower paced, designed for the student who was not below basic or lower in the 7th grade CST English section. This course is academic in nature and has objective assessments (progress monitoring and diagnostic assessments).

8   Approved by USAD on 11.29.12. Algebra Lab - This is a slower pace, smaller class size designed for students who were below basic or lower on the previous year's CST Math section. This course is more academic in nature. This course uses Algebra I textbook (McGraw Hill) and has weekly tests (75% grade based on assignments and tests and 25% based on Final Exam.

9   Approved by USAD on 11.29.12. Algebra Support - This is a slower pace, smaller class size designed for students who were below basic or lower on the previous year's CST Math section. Old name for what became Algebra Lab. This course uses Algebra I textbook (McGraw Hill) and the 30% of grade is based on quizzes and 40% of grade is based on exams.

10   Approved by USAD on 11.29.12. Algebra Readiness - An intervention type class for students who scored Below Basic or lower on the previous years CST Math section. Designed with smaller class size and more moderate pace. Uses Algebra Readiness Textbook and 60% of the grade is based on quizzes and tests.

11   Not approved by USAD on 11.29.12. CAHSEE Math - A class designed to help student unsuccessful in passing the Math section of the CAHSEE exam. Small class size and slower paced to allow the concepts to be more thoroughly grasped. This course would be considered more of a "prep" course. This does not appear to be book-based and does not have objective assessments based upon the course descriptions. The course grades are based on classwork, participation, and ALEKS Progress (online computer program).

12   ~~According to USAD guidelines (10.30.07 and 12.16.12), incomplete and pass/fail grades are not included in computing the GPA unless the student received an F that appears on the transcript. If only pass/fail grades are assigned, the State Director will determine an evaluation scale in concert with the USAD.~~

   As of 07.01.14, California schools must include all Pass/No Pass (P/NP) Grades from school transcripts to the CAD GPA Calculation Worksheet. There will be (2) options: <u>Option 1</u>: Pass = A and No Pass = F. <u>Option 2</u>: In order to change a P/NP to a grade you feel is more appropriate, a coach "must" obtain proper verification and present findings to the regional coordinator for review. Proper verification must include approval from school site administration and school district(s). The Regional Coordinator may assist the coach in obtaining the proper verification. The Regional Coordinator will present findings to the state director for final review and approval.

13   According to USAD as of 12.13.12. Spelling as a course should NOT be counted since this falls under more "how-to/skills-type." As far as Reading, USAD would accept this as a course if a there is a syllabus that provides a course description that includes clear assessments including quizzes, tests, and writing assignments. USAD recommends checking with the school regarding the specific Reading syllabus since there are Reading Lab courses in middle schools that may be more designed as "skills courses" and may not include any form of objective assessments.

14   Algebra Fundamentals: As of 12.18.12, USAD would count this course since the curriculum includes a textbook and the assessments are based upon Chapter/Unit Tests as well as Quarterlies and Final Exams.

15   Agriculture Biology: As of 12.18.12, USAD would count this course. This does not have "Lab" in the course title and based upon the Agriculture Biology Course Syllabus on a Hamilton High School website, this course utilizes the text, Modern Biology/The Science of Agriculture, and grades are determined by tests, quizzes, and projects (40%) and classwork, homework, and notebook (40%). This course appears to focus more than 50% of the time on understanding ideas, concepts, and theories in this specific discipline.

16   Upward Bound Courses: As of 12.18.12, USAD would count specific Upward Bound Courses that are academic in nature (such as Physics, Geometry, Biology etc.) after reviewing an Upward Bound Chemistry Syllabus and the course is based from the text "Chemistry in the Community" and the grades in the class are calculated by combining equally the tests/projects grade, the homework grade and the participation grade (each at 1/3). Again, this course focuses more than half of the time on understanding the theories in this subject.

[17] Anatomy: As of 12.18.12, USAD would count this course. This does not have "Lab" in the course title and is based upon a text and has objective assessments. It appears that most of the Anatomy courses have the grading based on homework, lab assignments, section/unit quizzes, Chapter Assessments, and a final exam.

[18] Journalism & Newspaper: As of 9.26.14, USAD's explanation of both courses.

USAD lists journalism under the "Language Arts" acceptable courses since there are scholastic journalism courses in high schools that do focus more than 50% of the time on understanding ideas, concepts, and theories in the field of journalism. This acceptable journalism course may include a textbook, such as *Inside Reporting* or *High School Journalism*, and the course objectives may involve students learning the differences with journalistic writing, understanding history of journalism, study of First Amendment/Freedom of Press, etc.

While a newspaper course would not be counted since this type of course is not as academic in nature since the focus of the course is for students to write, edits, and layout issues of the school newspaper. This falls more under hands-on/skills-type and the majority of the student's grade is subjective in nature.

[19] Political Science: As of 8.5.15, USAD states, "Political Science courses appear to be countable for GPA since these include a textbook (American Government) and there are objective assessments for the course which would make this more academic."

[20] Social (American) Justice: As of 8.17.15, USAD states: American Justice courses appear to be countable for GPA since this class includes a component that studies historical events/cases as well as the current justice system. In addition, since debate is on the acceptable list which further weighs in favor of counting American (Social) Justice towards GPA tabulations.

[21] IB Visual Arts (LAUSD): As of 5.10.16, USAD recognizes IB Visual Arts as an acceptable course. USAD does list Art Appreciation and Art History as Acceptable as along as 50% of the time focusses on understanding ideas, concepts and theories of art in these types of courses. IB Visual Arts course (LAUSD) appears to be more academic in nature and in line with an Art Appreciation course. It appears students are creating artwork for this course, however, there seems to be a lot more involved than other art courses that would NOT be counted such as ceramics, jewelry-making, or painting course. Students are "exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media." Based on this statement and the overview of the course, the course is more academic in nature as opposed to a strictly hands-on or lab-based art class.

[22] Drama Comp or Dramatic Literature is more academic in nature and this type of course would be more of a survey of major periods/genres of major playwrights, critics, and theorists and tends to be tied with English courses.

[23] Drama (Advanced Drama) is more of a performance-based course and is closely associated to the category of theater arts.

[24] Robotics is a course listed on USAD's official list of Acceptable Courses (10/11/16). This falls under Engineering.

[25] Ag Mechanics. This appears to be a lab-based and project-based course that gives students the opportunity to increase hand-eye coordination/motor skills and focuses on ag mechanics technology such as engine maintenance, metal fabrications, welding, construction. As of 10/11/16, USAD would not accept this course based on the fact that this is more a skills-type course.

[26] Public Safety. This is a course that falls into the Vocational and Applied Technology Department. Based on this category, USAD would not accept this course (10/11/16).

[27] Originally approved by USAD on 11.29.12. English Intervention (8th grade) - This is an intervention class. Smaller class size and slower paced, designed for the student who was not below basic or lower in the 7th grade CST English section. This course is academic in nature and has objective assessments (progress monitoring and diagnostic assessments).

On 10.31.16, USAD extended its approval to include high school English Intervention since it includes writing, reading, vocabulary, and communication that would be more academic in nature with objective assessments as opposed to a performance based class.

[28] Distance learning is similar to how Academic Decathlon treat community college courses in that if the course is academic, high school credit is given, and it is listed on the official school transcript, then is accepted.

[29] American Sign Language is an acceptable course approved by USAD on 11.21.17.

[30] Kinesiology was approved as an acceptable course approved by USAD on 10.30.18. It was approved based upon the review of the Syllabus and interviews from the instructor and students. It appears that that more than 50% of the course is more academic in nature (providing theory, book-based, understanding of ideas, concepts of kinesiology and more objective testing to determine the grade rather than a lab science/hands on course).

[31] OHS 18 Crime Science 1-2 was not approved as an acceptable course by USAD on 10.23.18. Based upon the review of the Syllabus, the course description indicates this is more of a hands-on career/technical education course.

[32] ADS 15 Computers, Careers, and Finance was not approved as an acceptable course by USAD on 10.23.18. Based upon the review of the Syllabus which appears to be a survey lab course with lab supplies/hands on course.

[33] AP Seminar (AP Capstone™). Defined as a diploma program from the College Board. It's based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. These courses are not to be included (USAD, 11.02.18) because they are not focused on an academic subject/theory of a specific discipline but rather more of a skills course and the assessments (particularly in the research course) are more subjective.

[34] Effective as of July 1, 2020.

[35] Project Lead The Way (PLTW). PLTW was not approved as an acceptable course by USAD on 7.3.2020 based on the fact that the "majority" of the assessments are performance/project based according to the PLTW homepage review.

[36] Some of the courses include: Ag Science III (Madera), Small Animal Care (Madera)

[37] Veterinary Science: The Care of Animals by IUSD Virtual Academy @ San Joaquin was not approved as an acceptable course by USAD on 9.9.22. Based upon the review of the submitted information and Syllabus, the course description indicates this is more of a hands-on career/technical education course.

HELPFUL INFORMATION

Information Contained in this Section:

Sample Expository Essay Writing Prompts
Sample Essay Scoring Rubric
Interview Introduction and Sample Questions
Sample Interview Evaluation Form
CAD Speech Competition Directions
Sample Speech Evaluation Form
Sample Test Scantron

SAMPLE EXPOSITORY ESSAY WRITING PROMPTS

Instructions to the Student:

Exposition – ". . . writing designed to convey information or explain what is difficult *to understand.*" -- *Merriam Webster's Collegiate Dictionary,* tenth edition

Exposition –- "writing that sets forth facts, ideas, and detailed explanations; as opposed to purely creative writing such as short stories or poetry." -- *Webster's New World Student Writing Handbook*

An expository essay is an effort to inform or explain. Its essential quality is clarity. The writer of an expository essay takes a subject and opens it up to the reader. To accomplish this feat, a writer does not strive to argue or persuade, but to convey significant information clearly and accurately. Exposition requires identifying an audience, explaining the purpose in a thesis, presenting adequate content information which supports the thesis, limiting the subject by analyzing the subject into logical order or division, while establishing a lively voice that uses appropriate vocabulary and tone, and mastering the conventions of Standard English mechanics, usage, and spelling through varied and sophisticated sentence structure.

To focus the exposition, the writer must establish a point of departure by introducing the subject and by providing sufficient background information so that the reader can follow the explanation. The writer's task is to increase the reader's knowledge of the subject, to assist the reader in understanding a procedure or process, and / or to provide the reader with an enhanced comprehension of an idea or concept. Expository writers present their information as objectively as possible.

Writing Directions:

Choose **one** of the three available prompts and tell the reader what you know about your chosen subject. You are to explain the idea / meaning of the prompt in relation to the literary work or article by writing an essay in which you first begin with an **introduction** that engages the reader's interest and makes a clear statement of a central idea. The essay should then move to the **development** of the idea through examples from your experiences and / or logical reasoning which present these concepts in an organized, consistent manner that follow a sensible order and clear transitions from one sentence and / or paragraph to another. The essay **concludes** with the central idea fully developed by emphatic, meaningful summary to support the thesis. The essay should utilize appropriate and correct language and sentence structure. With either the Music, History or Literature prompt, the essay is to demonstrate a degree of literary analysis. The audience is a twelfth-grade English teacher, who you may assume is very familiar with the work / article.

NOTE: Literature, Science & Social Science prompt choices will be displayed onscreen for online Essay event.

SAMPLE ESSAY SCORING RUBRIC

Point Value ⓪①②③④	ESSAY EVALUATION FORM
	Introduction / Thesis [0 – 4 value] • Original, insightful, and/or interesting • Not merely restating the prompt
	Response to Prompt* [0 – 4 value] • Conveys understanding of the prompt and tasks • Clearly addresses all aspects of the prompt
	Evidence* [0 – 4 value] • Specific and accurate examples • Evidence supports thesis and main ideas
	Analysis/Commentary [0 – 4 value] • Ideas explained thoroughly • Points argued effectively
	Cohesion [0 – 4 value] • Articulate and clearly focused • Assertions equivalently developed
	Organization [0 – 4 value] • Paragraphs have topic sentences • Paragraphs have thoughtful transitions
	Closing [0 – 4 value] • Intentional finish • Not repetitive or merely summarizing
	Word Choice / Diction / Voice [1 – 4 value] • Diction appropriate to topic • Student writer knows/owns the words used
	Spelling / Punctuation [1 – 4 value] • Accurate spelling • Proper punctuation
	Grammar / Sentence Structure [1 – 4 value] • Subject/verb agreement • Varied sentence structure

Total Points x 25 =

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

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

* USAD publishes essay scoring guidelines for Essay Judges, which include details student writers may include in response to each prompt

INTERVIEW SELF-INTRODUCTION INSTRUCTIONS

The following information is offered to assist you prepare for your Academic Decathlon interview. Prepared well, your self-introduction is your key to interview success because it helps to create that all-important first impression and helps you to build the rapport with the judges conducting your interview.

FIRST IMPRESSIONS ARE IMPORTANT

In an interview, first impressions are very important. The first thing the interviewer learns about you, you teach him or her by how you introduce yourself. The interview is your chance to communicate your ability and skills directly to the judges. Because interviewing is a skill, anyone can learn to interview effectively. The key to a successful interview is preparation and careful listening.

The first impression is going to be based on how you present yourself. Make sure your hair is neat and your attire is appropriate. All clothes should be clean and pressed. Consider wearing professional business attire. Also, try to avoid any visual distractions (large jewelry, dramatic make-up etc...). You'll want that first impression to be not just a good one, but a great one. Above all, be yourself. Be comfortable in your own skin and you are guaranteed to make a great impression!

As you begin your interview, be confident and self-assured. Make sure you address and thank each judge for their donation of time after they introduce themselves. Once introductions are over, the interview is ready to begin. Remember… sincerity, enthusiasm and personality go a long way in this world!

DURING THE INTERVIEW

During the interview, sit up straight in the chair or lean forward slightly and DO NOT slouch! Establish yourself as a self-confident and assertive person without being confrontational, cocky or aggressive. Remember to be yourself but to also present a professional, polished version of yourself.

Answer interview questions directly. Be confident without being arrogant. At the same time, admit to your weaknesses if they are brought up, but do not bring them up. Instead, concentrate on your strengths. Demonstrate energy, determination, enthusiasm, motivation, and passion for your work.

PREPARING A SELF-INTRODUCTION

In preparing your self-introduction, ask yourself this question: 'What do I want the judges to know about me? What makes me unique?'

To avoid possible bias (positive and negative) from a judge try your best not to disclose what school you attend.

Prepare exactly what you are going to say. This is not some lengthy story about your life, but a short, focused statement that sounds interesting to the listener. You make it interesting by keeping it short (30 seconds) and by showing that you are interested in sharing and listening.

In your self-introduction consider including some examples of your strengths and achievements. The way you outline your self-introduction, in particular the way you speak, tells the interviewer whether you are confident in your abilities so don't try to be what you are clearly not.

Practice your self-introduction in front of someone with a critical ear, because if it sounds false it will set the alarm bells ringing with the interviewers. Practice speaking faster or more slowly, louder, or quietly and try to vary it throughout.

FOR PRACTICE

Look at the sample self-introduction topics below and pick out one or two that you might want to share with the judges. Approach the list below with the Who, What, Where, Why, How and When questions. It is an effective way to outline your first thoughts for introducing yourself.

1.	What activity has played or plays an important part in your life?
2.	What is your main personal goal?
3.	What do you like very much?
4.	Have you developed a very special skill?
5.	Can you come up with a turning point or milestone in your life?
6.	What is your hobby or interest in your spare time?
7.	What distinguishes you from other individuals?
8.	What brought you to Academic Decathlon?
9.	How has Academic Decathlon changed your goals for college?

<div align="center">

ANSWERING INTERVIEW QUESTIONS

</div>

Answer interview questions honestly and completely but do not dwell on negatives and avoid mentioning them when possible. Sell yourself on your true capabilities and experiences without exaggerating your abilities. If you are asked a technical question and you do not know the answer, consider saying "I do not know the answer, but if I were to venture an educated guess, I would say..." Never speak negatively about another person or group.

SAMPLE INTERVIEW SCORING CATEGORIES

USAD U.S. ACADEMIC DECATHLON
INTERVIEW EVALUATION FORM

STUDENT ID NUMBER

VOLUNTEER NUMBER

DIRECTIONS

USE NO. 2 PENCIL ONLY

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

EXAMPLE:
1 0 2

STUDENT'S NAME

JUDGE'S NAME

ROOM NUMBER

JUDGE

| 1 | 2 | 3 |
| 4 | 5 | 6 |

INTERVIEW

		EXCELLENT		VERY GOOD		GOOD		FAIR		POOR	
VOICE	• VOLUME • FLEXIBILITY • EXPRESSIVENESS	10	9	8	7	6	5	4	3	2	1	0
LANGUAGE USAGE	• GRAMMAR • ENUNCIATION • APPROPRIATENESS	10	9	8	7	6	5	4	3	2	1	0
INTERPERSONAL SKILLS	• RAPPORT • INTERACTION • INVOLVEMENT	10	9	8	7	6	5	4	3	2	1	0
NON-VERBAL LANGUAGE	• MOVEMENT • GESTURE • POSTURE	10	9	8	7	6	5	4	3	2	1	0
MANNER	• ASSURANCE • ENTHUSIASM • DIRECTNESS	10	9	8	7	6	5	4	3	2	1	0
LISTENING SKILLS	• APPROPRIATENESS of RESPONSES • ATTENTIVENESS	10	9	8	7	6	5	4	3	2	1	0
ANSWERING SKILLS	• CLEAR • COMPLETE • APPROPRIATE	10	9	8	7	6	5	4	3	2	1	0
RESPONSES	• THOUGHTFUL • INSIGHTFUL • WITH CONVICTION	10	9	8	7	6	5	4	3	2	1	0
OVERALL EFFECTIVENESS	• PURPOSE ACHIEVED • INTEREST • RECEPTION	10	9	8	7	6	5	4	3	2	1	0
APPEARANCE	• APPROPRIATE FOR AN INTERVIEW	10	9	8	7	6	5	4	3	2	1	0

SPEECH COMPETITION DIRECTIONS

CALIFORNIA ACADEMIC DECATHLON

OBJECTIVES

- To assess the decathlete's ability to present a speech prepared in advance in accordance with specific written criteria.
- To assess the decathlete's ability to make an impromptu speech.

CRITERIA FOR PREPARED SPEECH

Content: There is no required speech topic. Speeches must be the original work of the decathlete and must not have been used in any previous competition other than the Academic Decathlon.

Time: Length is three and one-half (3.5) to four (4) minutes. The countdown clock on the screen will help you keep pace turning colors when one (1) minute remains (signified by green); again, when thirty (30) seconds remains (signified by yellow); and when no (0) time remains (signified by red). There will <u>not</u> be a courtesy time applied. **If the speech is not within the proper time limit (i.e. 3:30 to 4:00), a time violation penalty is accessed. Penalty for the prepared speech only is – 7.**

Delivery: **Over-reliance on note cards, where decathlete actually reads some parts of the speech, represents a poorly prepared speech and may not be scored above the *Fair* range in *Speech Development* category. Glancing at note cards as an occasional guide, especially if it does not detract from the presentation, should not be penalized in any way**. Gestures are acceptable, but props (including costumes) are not permitted. The decathlete must stand while delivering their speech; any physical condition, which prevents standing, will be taken into consideration. Because the speeches are given in a virtual format, decathletes should consider looking directly into the camera of their laptop as this will best replicate "eye contact" for the judges.

Evaluation: The attached scoring sheet shows specific items for the decathlete's evaluation.

CRITERIA FOR IMPROMPTU SPEECH:

Content: The decathlete will be presented with three speech topics on screen. The decathlete picks one of the three topics and speaks on that topic.

Time: The impromptu speech is delivered immediately following the prepared speech. The decathlete has one minute to select and prepare the topic selection. The length of the speech is one and one-half (1.5) to two (2) minutes. The countdown clock on the screen will help you keep pace turning colors when one (1) minute remains (signified by green); again, when thirty (30) seconds remains (signified by yellow); and when no (0) time remains (signified by red). There will <u>not</u> be a courtesy time applied. **If the speech is not within the proper time limit (i.e. 1:30 to 2:00), a time violation penalty is assessed. Penalty for the prepared speech only is –3**.

SPEECH COMPETITION DIRECTIONS [CONTINUED]

Delivery: Notes may be used. Gestures are acceptable. The decathlete must stand while delivering their speech; any physical condition, which prevents standing, will be taken into consideration. Because the speeches are given in a virtual format, decathletes should consider looking directly into the camera of their laptop as this will best replicate "eye contact" for the judges.

Evaluation: The attached scoring sheet shows specific items for the decathlete's evaluation.

SPEECH PENALTIES:

To assess any proper penalty, the three speech judges must reach a consensus. Therefore, after the decathlete has completed both the prepared and the impromptu speeches, the chairperson should check that all judges agree on the assessment of any penalties for that particular decathlete. If the judges do not agree, the judges discuss the penalties, briefly, and arrive at consensus as follows:

- The timer is the final arbiter in the case of time violations.
- Scantrons reflect that the accessed penalty is the same for all three judges.

The decathlete must **NOT** reveal anything that might be interpreted as identifying information regarding school, county, region, or location in **ANY** manner-in either informal conversation, speech content, apparel, or insignia of **ANY** kind.

SAMPLE SPEECH SCORING CATEGORIES

USAD U.S. ACADEMIC DECATHLON
SPEECH EVALUATION FORM

STUDENT ID NUMBER

VOLUNTEER NUMBER

DIRECTIONS

USE NO. 2 PENCIL ONLY

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

EXAMPLE:

STUDENT'S NAME

JUDGE'S NAME

ROOM NUMBER

JUDGE
[1] [2] [3]
[4] [5] [6]

PREPARED SPEECH

		EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		
SPEECH DEVELOPMENT	• ORGANIZATION • BODY • OPENING/CLOSING	10	9	8	7	6	5	4	3	2	1	0
EFFECTIVENESS	• ACHIEVEMENT OF PURPOSE • INTEREST • RECEPTION	10	9	8	7	6	5	4	3	2	1	0
CORRECTNESS	• GRAMMAR • PRONUNCIATION • WORD SELECTION	10	9	8	7	6	5	4	3	2	1	0
APPROPRIATENESS	• WORD SELECTION AND STYLE APPROPRIATE TO THE AUDIENCE	10	9	8	7	6	5	4	3	2	1	0
SPEECH VALUE	• IDEAS • LOGIC • ORIGINALITY	10	9	8	7	6	5	4	3	2	1	0
VOICE	• FLEXIBILITY • VOLUME • VARIETY	10	9	8	7	6	5	4	3	2	1	0
NON-VERBAL	• APPEARANCE • MOVEMENT • ASSURANCE	10	9	8	7	6	5	4	3	2	1	0

IMPROMPTU SPEECH

		EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		
CONTENT	• ORIGINALITY • IDEAS • ORGANIZATION	10	9	8	7	6	5	4	3	2	1	0
DELIVERY	• MOVEMENT/GESTURE • BODY LANGUAGE • VOICE	10	9	8	7	6	5	4	3	2	1	0
OVERALL EFFECTIVENESS	• ACHIEVEMENT OF PURPOSE • VERBAL COMMUNICATION • NON-VERBAL COMMUNICATION	10	9	8	7	6	5	4	3	2	1	0

SPEECH PENALTIES

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

MISCELLANEOUS FORMS & INFORMATION

Information Contained in this Section:

Challenge Procedures and Guidelines
Post Awards Ceremony Challenge Form
Test Item Challenge Sheet

CHALLENGE PROCEDURES & GUIDELINES
As specified by the California Academic Decathlon

INTRODUCTION
The Board of Directors of the California Academic Decathlon (CAD) has adopted the following Challenge Procedures and Guidelines for use in the state competition. They are also intended as an aid to county participants, especially Competition Managers. These guidelines are extensively based on the United States Academic Decathlon Procedure Manual, but have been modified in certain sections to meet the special needs of the state competition.

The CAD Board of Directors is responsible for the overall integrity and ethics of the Decathlon, but their responsibility must flow down to every level. Integrity and ethics must exist in the individual or they do not exist at all. They must be upheld by individuals, or they will not be upheld at all. Therefore, all participants are expected to strive to ensure the truthfulness, fairness, and accuracy of all aspects of the competition. In matters of overall policy, the CAD Board of Directors has final authority, but as delineated herein, the authority and responsibility for conducting the CAD competition lies with the state Competition Manager.

TEST CHALLENGES
Thorough documentation and understanding of challenge policies and procedures and the circumstances under which any score adjustment can be made is very important. Further, it is important to assure challenges can be filed, discussed, and resolved in a timely manner. Although USAD and CAD recommend that challenges not be encouraged, adherence to these procedures and guidelines is necessary to ensure fairness in the treatment of all challenges. All challenges must include the appropriate documentation. Listed below are various types of challenges and the procedures for filing them. Students are instructed to file complaints through their coach in written form, except for such problems as missing test pages or unreadable portions; in this case, students should raise their hand and tell the proctor.

Coaches who wish to challenge an item on an objective test or Super Quiz should use the Challenge Form provided in the Coaches' packet by the Competition Manager. Completed forms must be filed with the Competition Manager within the designated time limits. The Competition Manager and staff will be available at a designated site at the Super Quiz to collect forms.

CHALLENGE OF AN ITEM ON AN OBJECTIVE TEST
Challenge of a test item on an objective test may be lodged during the competition by a coach because of one of the following reasons:

    a. No right answer
    b. Two right answers
    c. Typographical error in question

Challenges to any item on an objective test for any reason other than those stated above will not be accepted. The deadline for filing challenges for the above reasons is 30 minutes following the end of the Super Quiz.

CHALLENGES TO SUPER QUIZ
Challenges to an item on the Super Quiz may be lodged by a coach based on the following circumstances:

    a. Answer indicated as correct is not the correct answer
    b. Question does not relate to the Study Guide outline

Challenges to any item on the Super Quiz for any reason other than those listed above will not be accepted.

RESPONSES
Responses to challenges for items on an objective test or Super Quiz will be provided to the coach who submitted the challenge prior to the Awards Banquet. All decisions made by the Competition Management Team are final.

POST AWARDS CEREMONY CHALLENGE FORM

TO BE COMPLETED BY THE TEAM COACH ONLY

_____   _____
Coach's Name   County/School

As the coach for the _____ team, I hereby request a review
of the following test item(s):

_____   _____
Student Name & Computer I.D. #   Test/Event

The reason for this request is as follows: _____

_____

_____

                                          _____
                                          Coach's Signature

- -

FOR OFFICIAL USE ONLY – Please do not write below this line.

Student Name: _____   Test/Event: _____

Your request has been: _____ Denied   _____ Accepted

For the following reason(s): _____

_____

_____

_____

_____   _____
Competition Manager's Signature   FAD Committee Representative

TEST ITEM CHALLENGE SHEET

TO BE COMPLETED BY THE TEAM COACH ONLY

_____   _____
Coach's Name   County/School

As the coach for the   _____   team, I hereby request a review
of the following test item(s):

_____   _____
Student Name & Computer I.D. #   Test/Event

The reason for this request is as follows: _____

_____

_____

_____
Coach's Signature

- -

FOR OFFICIAL USE ONLY – Please do not write below this line.

Student Name: _____   Test/Event: _____

Your request has been: _____ Denied   _____ Accepted

For the following reason(s): _____

_____

_____

_____

_____
Competition Manager's Signature