

QUIZ BOWL



PURPOSE

To test the knowledge of selected team members on various aspects of general academic knowledge, professional development and current events.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY (TEAM OF 5-7)

Open to active SkillsUSA members currently enrolled in technical, skilled and service occupations, including health occupations.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Official Attire:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket.
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black dress shoes.

OR:

Class E: Business Casual:

- Official SkillsUSA white polo shirt.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black leather closed-toe dress shoes.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions

about clothing or other logo items, call 1-888-501-2183.

Note: Contestants must wear their official contest clothing to the contest orientation meeting and submit their one-page résumé.

OBSERVER RULE

Observers will be allowed to watch the match providing space is available. No talking or gesturing will be permitted. The event chair or moderator may remove observers and/or close the event to observers for cause.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. One table for each team plus a table for the apparatus and scorekeeper and sufficient tables for the judges
 - b. Chairs for all participants, committee and judges
 - c. Podium and, if necessary, a public-address system
 - d. Quiz Bowl apparatus
 - e. Audience chairs
 - f. Sufficient score sheets and pencils for judges
 - g. Paper for the team members
 - h. Calculators for contest officials
2. Supplied by the contestants:
 - a. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty for the team.
Note: Check the Contest Guidelines and/or the updates page on the SkillsUSA website at: <http://updates.skillsusa.org>.
3. Personnel required:
 - a. Moderator
 - b. Operator for the Quiz Bowl apparatus/timekeeper
 - c. Judges who will serve as scorekeepers

SCOPE OF THE CONTEST

Knowledge Performance

A written test will be administered to all team members, including alternates. Contestants must complete the written test to be eligible for active rounds.

Skill Performance

Teams will demonstrate communication skills, teamwork, problem solving and time-management skills by determining and presenting the answer to each question clearly within the five-second time frame.

Contest Guidelines

1. A state may enter one high school team and one college/postsecondary team comprised of five registered members each. The team may perform with four members without penalty in the event that a member fails to show up or is forced to withdraw within five days of the competition, as long as five members were originally registered and verified by the SkillsUSA national headquarters. (See General Regulations.)
2. A team may register up to two alternates (in addition to the five team members). The alternates are required to attend orientation and take the written test. The alternate scores will be included in the team average. Registered alternates who take the test may then be allowed to participate in active rounds.
3. Scoring is based on 1,000 points, where 80% comes from the active round and 20% from written test. The preliminary round score is the sum of the team's preliminary active round score and written score. The preliminary round will be used as an eliminator, if necessary. For the final round, the sum of the team's final round active score and written score will serve as the final score. The final score will be used to determine the medallion winners.
4. Approximately 30 percent of the questions asked will be about professional development issues, 30 percent will be about current events, and 40 percent will consist of general academic knowledge.
5. Professional Development questions may be drawn from the following sources: *SkillsUSA Leadership Handbook*; SkillsUSA website; Professional Development Program; Career Essentials: Foundations; SkillsUSA Framework; CareerSafe; *SkillsUSA Champions* magazine; any resource published by SkillsUSA; *Robert's Rules of Order, Newly Revised*; OSHA's Teen Worker site (www.osha.gov/SLTC/teenworkers/index.html); and the Youth EEOC site (youth.eeoc.gov/). Items found in any conference publication, e.g., program app, *Awards and Recognition* book and any material from the Opening Ceremony may be included.
6. The sources for current-events questions will be CNN and Fox News. Items will be taken from these sources published no more than 90 days prior to the date of the contest. The sources can be media or online versions.
7. Topics for general academic knowledge may include but shall not be limited to: science, math, social studies, English (including literature), spelling, government, the arts and music.
8. During the pre-contest orientation session, the contest chair will administer a written test to all team members. All team members, including registered alternates, must take the written test to be eligible to participate with their team in the active rounds. Participants are responsible for bringing a No. 2 pencil to use for the written test.
9. Written test individual scores will be calculated as the number of correct answers divided by total number of questions. Once scored, the individual scores of all team members, including alternates, will be averaged. The team's written test score is calculated by multiplying the team's average, as a percentage, by 200.
10. The written test team score will be used for seeding teams to competition rooms for the preliminary round, if necessary.
11. A round shall be defined as 100 questions, with no time limit.
12. Active round points are determined on the basis of eight points awarded for a correct response and eight points deducted for an incorrect response.
13. When team registration exceeds the technical capacity of a contest room preliminary rounds may be held.
14. A break will be taken after every 25 questions. Contest officials will verify scores at every break. Substitutions of registered alternates may be made only at these breaks, after notifying the moderator.
15. Each team will be assigned a table location at the beginning of the event by the contest chair or moderator.

16. The moderator will ask questions, and teams will have five seconds to respond. Responding shall be accomplished by activating the buzzer.
17. The moderator will read a question, and the team that presses the buzzer first will be recognized to answer the question. If a wrong response is given, the team cannot give a second answer and the opposing team(s) will be given an opportunity to buzz in and answer the question. Eight points will be awarded for a correct answer. Eight points will be deducted from any team that gives an incorrect answer.
18. A team may buzz in as soon as it feels it knows the answer. However, the moderator will stop reading the question, and the team must answer based upon what has been read to that point. Some questions may require multiple answers.
19. Once a team buzzes in, it must wait to be identified by the moderator. Any team that responds to the question before being recognized by the moderator will be scored with an incorrect answer.
20. Once recognized, the team members may confer among themselves but must respond within five seconds. In the event that a team misses an answer, unless another team buzzes before the moderator can begin or finish the question, the moderator will begin re-reading the question following the procedure outlined above for the other teams. A question will not be re-read during actual play except upon the request of a judge.
21. Only the first answer given will be considered. If it is a wrong response, the team cannot give another answer, and another team is to have an opportunity to respond to the question. If the moderator inadvertently gives the answer away, the question is voided.
22. Any team member may give the team's answer. Once a team member starts an answer only that person may finish providing information.
23. If the answer is incomplete, the moderator may ask the team to be more specific. For example, if the correct answer given is Roosevelt, the moderator may ask which one, or for more information. Any team member may provide the additional information.
24. The moderator will give the correct response in the event no team gives the correct answer.
25. Teams may not use notes, reference materials, calculators or any type of electronic communication. Blank paper will be provided by the officials and taken up at the end of each round. Participants will supply their own pens or pencils to use during the rounds.
26. The judges will make the final ruling on correct or incorrect responses.
27. The Quiz Bowl apparatus will maintain the official time, which is used only for responding to questions. The apparatus time-readout will face the operator and *will not* be visible to the teams.
28. There will be no true/false or multiple-choice questions in the active rounds.
29. In the event that a team believes that an incorrect answer was accepted or a correct answer was not accepted, it may offer a challenge. Only team members seated at the table may make challenges, and only at the point at which they occur. Challenges may not be made once the next question is read.
30. In the event that the audience gives away an answer, the moderator may void the question with no penalty for any team.
31. The written-test team score will be used as a tiebreaker during the active rounds. No tiebreaker rounds will be conducted.

Standards and Competencies

QUIZ 1.0 — Demonstrate knowledge of general academic knowledge, professional development and current events

- 1.1 Prepare to respond to a variety of questions
- 1.2 Read and retain key points from a variety of related sources

QUIZ 2.0 — Demonstrate communication skills, teamwork, problem solving and time-management skills

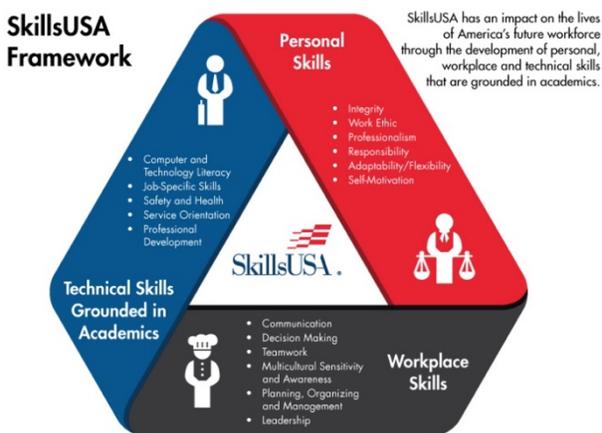
- 2.1 Speak clearly and listen effectively to team members in a time sensitive situation
- 2.2 Use conflict resolution techniques to bring the group to consensus about an answer

- 2.3 Maintain awareness of time remaining to answer a question

QUIZ 3.0 – Wear appropriate clothing for the national contest

- 3.1 Display clothing that meets national standards for competition
- 3.2 Demonstrate good grooming in dress and personal hygiene

QUIZ 4.0 – SkillsUSA Framework



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these essential elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

Committee-Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Simplify numerical expressions.
- Solve practical problems involving percents.
- Solve single variable algebraic expressions.
- Find surface area and perimeter of two-dimensional objects.
- Find volume and surface area of three-dimensional objects.
- Apply Pythagorean Theorem.

- Make predictions using knowledge of probability.
- Solve problems using proportions, formulas and functions.
- Find slope of a line.
- Use laws of exponents to perform operations.
- Use measures of interior and exterior angles of polygons to solve problems.
- Add, subtract, multiply and divide.

Science Skills

- Use knowledge of cell theory.
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems).
- Use knowledge of carbon, water and nitrogen cycles.
- Use knowledge of reproduction and transmission of genetic information.
- Use knowledge of the particle theory of matter.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color).
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity).
- Use knowledge of classification of elements as metals, metalloids, and nonmetals.
- Use knowledge of potential and kinetic energy.
- Use knowledge of mechanical, chemical and electrical energy.
- Use knowledge of heat, light and sound energy.
- Use knowledge of speed, velocity and acceleration.
- Use knowledge of Newton's laws of motion.
- Use knowledge of principles of electricity and magnetism.
- Supply scientific terms, given definition.

Language Arts Skills

- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.
- Organize and synthesize information for use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.

- Use print, electronic databases and online resources to access information in books and articles.
- Select appropriate verbal responses to oral and written questions.

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

Science Standards

- Understand atmospheric processes and the water cycle.
- Understands Earth's composition and structure.
- Understands the composition and structure of the universe and the Earth's place in it.
- Understands the principles of heredity and related concepts.
- Understands the structure and function of cells and organisms.
- Understands relationships among organisms and their physical environment.
- Understands biological evolution and the diversity of life.
- Understands the structure and properties of matter.
- Understands the sources and properties of energy.
- Understands forces and motion.
- Understands the nature of scientific knowledge.
- Understands the nature of scientific inquiry.
- Understands the scientific enterprise.

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire

- new information; to respond to the needs and demands of society and the workplace.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.