

2012 Academic Decathlon Interview Judge's Packet

Packet Includes:

- Purpose of Interview
 - Judge's Responsibilities
 - Interview Guidelines
 - Interview Scoring
 - Interview Questions, Fact Sheet & Work Sheet
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Purpose of Interview:

To evaluate a student in an interview setting in order to rate his/her ability to do the following:

1. Informally and orally present ideas and responses that are appropriate to the setting and the questions asked.
 2. Listen to the comments and inquiries of the interviewers and elaborate with interesting detail and vivid impressions while avoiding repetition.
 3. Establish and maintain rapport with members of the interview group through voice, gesture and attitudinal posture.
 4. Use voice, vocabulary and language structures appropriate to informal oral communications.
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Interview Judge's Responsibilities:

- Conduct objective, consistent and uniform interviews.
- Create an interview atmosphere which is positive relaxed and gives the student the opportunity to perform to the best of his/her abilities.
- Be personable, attentive and responsive to student's comments. **(Do not interrupt, be confrontational or argumentative).**
- Ask pre-determined interview questions. Follow-up questions may be asked to seek clarification or to expand the student's comments. **(Do not ask student which school they attend or any questions regarding race, religion, creed, ethnic groups, national origin or ancestry, political beliefs or affiliations).**
- Allow the student to complete his/her comments before moving to the next question or ending the interview.
- Keep on time schedule. **(10 minutes per student, 2 minutes preparation time, 7 minutes interview time, 1 minute evaluation time)**
- Rate the student's interview performance according to the ten categories of communications skills listed on the official Academic Decathlon Interview Evaluation Form.

Interview Guidelines

Before Conducting Interviews:

- **Set Up Room:**
 - Student's chair and/or table (facing judges, not facing room door)
 - Judge's table/chairs for 2 or 3 judges (forming semi-circle)
 - Time clock
 - Scoring pencils (#2 lead only)

- **Assign Interview Tasks:**
 - Greet student
 - Explain format
 - Keep time
 - Select/assign interview questions to each judge for first interview period
 - Select/assign interview questions to each judge for second interview period

- **Hand out/Prepare Interview Forms**
 - Interview Question Sheet
 - Student Interview Resume
 - Interview Evaluation Forms (3 per student), complete according to "Directions".
 - **Special instructions: Judges to put name on each Evaluation Form. Keep Evaluation Forms in order for each student and in sequence i.e. Judge #1, #2, #3.**

During Interview Competition (10 minutes per participant):

1. **Prepare For Interview (2 minutes):**
 - Review Student Interview Resume (See "Sample" page 6)
 - Ask student about personal goals, school or extracurricular activities, achievements/awards, community service or work experience listed on resume

2. **Conduct Interview:**
 - **Student Greeter:** Invite student into room, warmly greet student using his/her name and introduce self. Other judges introduce self.
 - **Chairperson:** Explain format, time frame and the warning to end the interview.
 - **Time Keeper:** Start time (**interview is 7 minutes in length**)
 - **Judges:** Match student to Evaluation Form using student I.D. number. Ask pre-determined and follow up questions. Place your name on form.
 - **Time Keeper:** Indicate last question at 6 minutes 30 seconds. At 7 minutes, call time and allow student to finish last comment.
 - **Chairperson & Judges:** Thank student and offer best wishes.

I. Interview Guidelines – continued

3. Evaluate Interview (1 minute):

- Objectively evaluate student using Interview Evaluation Form (See instructions on form).
USE #2 PENCIL ONLY TO MARK FORM
- Judges are NOT to discuss ratings for a student.

Special Note: Use the following method to evaluate each student:

Assume that each student starts with the same score of GOOD in each rating category (6 points respectively). Deduct or add points based upon student's actual performance.

- Stack Evaluation Forms per student and in order of judge.

Example:

Student Name: Jones: Judge 1, Judge 2, Judge 3
Student Name: Smith: Judge 1, Judge 2, Judge 3
Student Name: Carrington: Judge 1, Judge 2, Judge 3

Special Note: Evaluation Forms will be picked up periodically for computer input.

- Repeat steps in section 2, “During Interview Competition”

II. Rating Criteria

Voice:

- Don't strain to hear
- Not aware of being loud

Volume

Flexibility

- Varies volume
- Varies tone

Expressiveness

- Lively, animated and spirited

Language Usage:

- No slang or common phrases (like, really, you know, etc.)
- Inappropriate sentence structure
- Wide range of words and phrases

Grammar

Enunciation

- Articulates clearly
- Proper pronouncement of words
- Words not slurred
- Understanding not strained

Appropriateness

- Combined use of Grammar & Enunciation

Interpersonal Skills :

- Attentive, but relaxed
- Smiling
- Confident

Rapport

Interaction

- Acts in ways to engage judges

Involvement

- Eye contact with all judges

Non-Verbal Language:

- Not fidgety or distracting

Movement

Gesture

- Uses hand, arm and facial gestures to emphasize points
- Natural and appropriate vs. contrived or mechanical

Posture

- Erect but relaxed
- Purposeful and engaged

Manner:

Assurance

- Confident, convincing and secure

Enthusiasm

- Inspired, passion for ideas

Directness

- Acts toward judges to establish a relationship
- Establishes a relationship with judges

Listening Skills:

Appropriateness of Responses

- Meaningful response to each question

Attentiveness

- Eye contact with questioner

Answering Skills:

Clear

- Repeats question
- Response is outlined

Complete

- Outline is explained
- Responses are enhanced with facts and examples
- Outline achieved

Appropriate

- Specific to question

Responses:

Thoughtful

- Shows reasoned thinking

Insightful

- Goes below the surface or conventional wisdom

With Conviction

- Demonstrates belief in ideas expressed
- Is assured and direct in response

Overall Effectiveness: *Purpose Achieved*

- Student enthusiastically and positively communicates abilities and interests

Interest

- Attentive throughout interview
- Actively participated
- Eager with answers

Reception

- Meaningful encounter
- Positive impression

Appearance: *Appropriate For An Interview*

- Clean, neat and well groomed

III. What is an “Excellent” performance?

- Student is enthusiastic, confident and an effective communicator from “start” to “finish” of interview.
- Interview flows smoothly and naturally for you as well as the student.
- Student consistently uses ALL interview skills throughout the interview.
- Student left you with a strong positive impression of his/her abilities, opinions and interests.
- A “meaningful” encounter for you as well as the student.

ARIZONA ACADEMIC DECATHLON

SAMPLE INTERVIEW RESUME

John Doe

GOALS AND OBJECTIVES

I would like to pursue a college study of sciences through Ph.D and obtain a teaching position at a university.

EDUCATION

Currently a Senior with a 4.52 GPA

SCHOOL ACTIVITIES

School Jazz Band (grades 9,11)

Swing Dancing Club:

Co-President (grade 11)

Speech and Debate:

Impromptu Speaking (grades 11,12)

Lincoln-Douglas Debate (grades 11,12)

Student Congress (grade 12)

Science Bowl (grade 12)

EXTRACURRICULAR ACTIVITIES

Fusion 2-3 (grades 9 – 12)

COMMUNITY SERVICE

Boy Scouts of America (grades 9,10,11,12)

Public Library's Young Adult Advisory Council (grade 12)

ACHIEVEMENT AWARDS

National Merit Finalist

AP Scholar

Top Ten in class

Life Rank in Boy Scouts of America

Arizona State Math Contest: Certificate of Achievement

Poetry published in *Nature's Echoes* and *Patterns of Life*

WORK EXPERIENCE

None

IV. Interview Questions

Objective: Conduct an objective interview by creating the same interview environment for each student, i.e.: same judge asking the same set of questions to each student. Develop two sets of questions to avoid unfair preparation time for students in the second round of interviews because second round of interview students may obtain questions from students in the first round.

Directions:

1. Develop **nine questions** for the first interview period
 - **Five questions** should focus on the *Student Interview Resume* (samples below) and the student's opinions and experiences as a high school student
 - **Four questions** should focus on the academic theme
 - Each judge is to ask the student his/her assigned questions during each student interview.
2. Develop another **nine questions** for the second interview period.

NOTE: **Please make sure your first 2 questions focus on the Student Interview Resume.**

THIS YEAR'S THEME AND FIELDS OF STUDY

- I. Super Quiz: The Age of Imperialism: The Making of a European Global Order
 - A. The First Age of Imperialism
 - B. New Imperialism: Motives and Tactics
 - C. Tactics of Rule
 - D. The Ed of Empire: Decolonization and Postcolonial Immigration

- II. Art: Art in the Era of the Great Depression
 - A. Art Fundamentals
 - B. Africa and Europe
 - C. Art and Imperial Power
 - D. Europe Envisions the Empire

- III. Economics: The Economic History of Imperialism
 - A. Fundamental Economic Concepts
 - B. Microeconomics
 - C. Macroeconomics
 - D. The Economics of Imperialism

- IV. Language and Literature: Empire and the Far Side of the World
 - A. Critical Reading
 - B. Novel: Joseph Conrad "The Heart of Darkness"
 - C. Shorter Selections: Alfred, Lord Tennyson, Rudyard Kipling, Ama Ata Aidoo, Derek Walcott

- V. Mathematics
 - A. General Math
 - B. Geometry
 - C. Introduction to Differential Calculus

- VI. Music: The Music of the Romantic Era
 - A. Basic Elements of Music Theory
 - B. The Nineteenth Century and Programmatic Music
 - C. Nationalism in Music

- V. Science: An Introduction to Physical Science
 - A. Mechanics
 - B. Waves
 - C. Electricity & Magnetism

USA U.S. ACADEMIC DECATHLON

INTERVIEW EVALUATION FORM

STUDENT ID NUMBER

00	00	00	00
01	01	01	01
02	02	02	02
03	03	03	03
04	04	04	04
05	05	05	05
06	06	06	06
07	07	07	07
08	08	08	08
09	09	09	09

VOLUNTEER NUMBER

00	00	00
01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09

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
00	01	00
01	02	01
02	03	02
03	04	03

STUDENT'S NAME _____

JUDGE'S NAME _____

ROOM NUMBER _____

JUDGE

01	02	03
04	05	06

INTERVIEW		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR						
VOICE	<ul style="list-style-type: none"> • VOLUME • FLEXIBILITY • EXPRESSIVENESS 	10	9	8	7	6	5	4	3	2	1	0
LANGUAGE USAGE	<ul style="list-style-type: none"> • GRAMMAR • ENUNCIATION • APPROPRIATENESS 	10	9	8	7	6	5	4	3	2	1	0
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • RAPPORT • INTERACTION • INVOLVEMENT 	10	9	8	7	6	5	4	3	2	1	0
NON-VERBAL LANGUAGE	<ul style="list-style-type: none"> • MOVEMENT • GESTURE • POSTURE 	10	9	8	7	6	5	4	3	2	1	0
MANNER	<ul style="list-style-type: none"> • ASSURANCE • ENTHUSIASM • DIRECTNESS 	10	9	8	7	6	5	4	3	2	1	0
LISTENING SKILLS	<ul style="list-style-type: none"> • APPROPRIATENESS of RESPONSES • ATTENTIVENESS 	10	9	8	7	6	5	4	3	2	1	0
ANSWERING SKILLS	<ul style="list-style-type: none"> • CLEAR • COMPLETE • APPROPRIATE 	10	9	8	7	6	5	4	3	2	1	0
RESPONSES	<ul style="list-style-type: none"> • THOUGHTFUL • INSIGHTFUL • WITH CONVICTION 	10	9	8	7	6	5	4	3	2	1	0
OVERALL EFFECTIVENESS	<ul style="list-style-type: none"> • PURPOSE ACHIEVED • INTEREST • RECEPTION 	10	9	8	7	6	5	4	3	2	1	0
APPEARANCE	<ul style="list-style-type: none"> • APPROPRIATE FOR AN INTERVIEW 	10	9	8	7	6	5	4	3	2	1	0