

Tournament Question Reader Responsibilities

1. Pre-competition checklist
 - a. Read thoroughly subject-area judge responsibilities and tournament rules.
 - b. Review questions upon receipt and attend the question review session on day preceding the tournament.
 - c. Check reader box and CJ packet for:
 1. scoresheets
 2. team sign-in sheets
 3. rules
 4. file pockets of team handouts
 5. audio-visual materials if needed
 6. list of judges for this particular competition
 7. staff grid
 8. tie-breaker question packet
 - d. Check room for:
 1. pencils
 2. scratch paper
 3. audio-visual equipment
 4. game box
 5. team/CJ/scorekeeper table signs
 - e. Test all game buttons. Make sure there is a replacement button in the event of a malfunction.
 - f. Obtain enough chairs for all scheduled staff members.
 - g. Brief student assistants as to your expectations.
 - h. Be sure that team table signs are placed on the appropriate tables—numbered beginning on readers left.
 - i. Determine seating for coaches and alternates (usually at least one row of seats between team tables and coaching/alternate seating).
 - j. Meet with coordinating judge for seating and other arrangements.
2. Pre-question reading responsibilities
 - a. Introduce yourself.
 - b. Welcome participants, give round number, division number, and the significance of this particular competition.

- c. Introduce coordinating judge.
 - d. Have subject area judges introduce themselves by giving their name and the subject area(s) in which they will be judging.
 - e. Have the student assistants introduce themselves by giving their name and county/state.
 - f. Have the team coaches come forward to introduce themselves and team members.
 - g. Conduct a button check.
 - h. Announce beginning of five-point round.
3. Question reading responsibilities
- a. Do not leave the competition room. If an emergency exists, ask the coordinating judge to stand in your place behind the podium.
 - b. Begin each question with the word "question." Do not identify the question by subject areas. Read question as written. Stop reading the question when a team pushes its button.
 - c. Press sixty-second button (located at bottom right of console control) upon completion of reading the question. If the sixty-second buzzer sounds, give the correct response and proceed to the next question.
 - d. Recognize team by number as indicated by the light on the panel.
 - e. Press three-second button (located at bottom left of console control) to turn off light and hold until a team member begins response. If the response is not started on or before the sound of the buzzer, it is treated as an incorrect response.
 - f. If the answer is correct, state, "That is correct. Team ____, __ points." If the answer is incorrect, announce the correct response and state, "Team ____ loses __ points."
 - g. When in your judgment, it appears that the question will go unanswered, ask "Is there a team that wishes to continue?" If all teams raise their PASS signs, disengage the timer, give the correct answer and continue to the next question.
 - h. When a competitive-response question is accompanied by a hand-out, announce to the participants "For this question you will be given handout ____." Student assistants will place the handouts under the mats on the tables. Remind students that this is a competitive--response question, not a team question, and thus will require the use of the button to respond. If the question is printed on the handout, say "Question. The question is printed on the handout. Pull them out, distribute

and begin." If the question is such that the students can distribute the handouts face up, say "Question" and read the question. Delay having handouts collected until the two-minute break following that round. Have participants leave handouts stacked on the table.

- i. At the end of the competitive-response question round announce "This is the end of the ___ point round. We will now have our ___ point team question."
- j. Instructions for the team question are included on the team question handout. Student assistants will place the handouts under the mats on the tables. Time limits are placed on team questions in sixty-second intervals--use the sixty-second timer to assist with timing. At the end of each interval announce time remaining. When time has elapsed, announce "Time is up. Designate one handout as your team answer sheet, making sure that your team number is written in the upper left-hand corner." Tell the teams to hold up their handout in the air and have student collect the team answer sheets. These are given to the coordinating judge who in turn gives them to appropriate subject-area judge. While judges are correcting the handouts, announce the correct answers. Do not allow coaches to consult teams until the two-minute break has been announced because challenges on team questions may be made until this announcement. Have student assistants collect the remaining handouts and store at the head table.
- k. Inform the judges to turn over their question booklets during the break. Control the two-minute break with the sixty-second button. Announce remaining time. Direct head coaches to the scorekeepers for substitutions. At the end of the two-minute break, announce the scores and begin the next round. In the event of a score dispute, consult the judges and scorekeepers.
- l. In the event a tie-breaker question is needed, only teams that have tied scores will compete for the competitive-response question(s). If two teams are tied, and a team answers the question correctly, that team is awarded one point and the highest available placement. If the team answers the question incorrectly, one point is subtracted and the other team is awarded the highest available placement. In the event that there are more than two teams with tied scores, this process may require two or more tie-breaker questions.
- m. Indicate on the front of the tie-breaker question packet which question(s) were used. Return the packet to the storage room, and inform the staff coordinator if the tie-breaker questions were used.
- n. Please refrain from unnecessary comments such as, "Oh, sorry. That's too bad. Your answer is" "Oh, you should have gotten that one right." "Nice going!"

It is imperative to remain impartial as a question reader.

4. Use of judges:
 - a. Readers and student assistants are not to take part in the decision-making process in challenges. The question reader may need to insure that the judges and coordinating judges are following procedures.
 - b. The reader should be alerted to the misreading of a word or a question.
 - c. If the reader errs in pronunciation or in reading the question, the reader should repeat the question. The reader should be alert to the situation in which the wrong team responds. For example, if the reader has recognized team two for a response and team three responds, he will ignore team three and acknowledge team two. The reader should rely on the judges to aid in this situation.
 - d. When the student response on fill-in-the-blank or short-answer questions is not a listed response, the reader should refer to the subject-area judge.