Distinguished Achievement Program

United Independent School District 2009-2010

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United Independent School District
Distinguished Achievement Program

United Independent School District (U.I.S.D.) is always striving for excellence and recognizes the importance of academic achievement. Thus, we recognize the value of the Distinguished Achievement Program (DAP) which encourages students to accelerate their learning and engage in college work which produce products that meet professional standards. U.I.S.D. is committed to working closely with the state of Texas to ensure equity and excellence for all students.

The United Independent School District has approved and, therefore, will honor the DAP measures outlined in this document for the 2009-2010 school year. A new document will be distributed at the beginning of each school year.

This document was created by:

DAP District Committee

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DISTINGUISHED ACHIEVEMENT PROGRAM
COURSE REQUIREMENTS
24 CREDITS PLUS FOUR ADVANCED MEASURES
(Students entering 9th grade **prior** to Aug. 2006-2007)

Courses	Credits
English/Language Arts	4.0
Mathematics	3.0
Social Studies	3.5
Economics	0.5
Science	3.0
Physical Education	1.5
Health	0.5
*Languages other than English	3.0
Technology Application	1.0
Fine Arts	1.0
Communication Applications	0.5
Additional Components	2.5
Total	24.0

*Three (3) credits in the same language

DISTINGUISHED ACHIEVEMENT PROGRAM
COURSE REQUIREMENTS
26 CREDITS PLUS FOUR ADVANCED MEASURES
(Students **who entered** 9th grade Aug. 2007 and after)

Courses	Credits
English/Language Arts	4.0
Mathematics	4.0
Social Studies	3.5
Economics	0.5
Science	4.0
Physical Education	1.5
Health	0.5
*Languages other than English	3.0
Technology Application	1.0
Fine Arts	1.0
Communication Applications	0.5
Additional Components	2.5
Total	26.0

*Three (3) credits in the same language

EARNING THE DISTINGUISHED ACHIEVEMENT SEAL

Students may earn a Distinguished Achievement Seal to be affixed to his/her transcript by completing the state's Distinguished Achievement Program course requirements and, in addition, earning four advanced measures.

Step 1. As a district initiative, 8th grade students will be placed on a DAP graduation plan with the exception of those students with an Individualized Education Plan.

Step 2. Annual review with grade-level counselor to determine the student's progress toward earning advanced measures.

Step 3. The student must provide documentation for earned advanced measures to his/her respective counselor **prior** to their graduation date.

Students may earn the four required advanced measures in any combination from TEST DATA, COLLEGE COURSES, including Tech Prep Program, or ORIGINAL RESEARCH/PROJECT. Students are responsible for submitting documentation to their respective counselor for earned advanced measures. Required documentation is described in each of the following categories.

1. TEST DATA

A student may earn up to four advanced measures by scoring a three or better on College Board Advanced Placement examinations. These examinations must be taken no later than their junior year.

A student may earn one advanced measure if he/she receives a score on the PSAT that qualifies him/her for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the Achievement Scholarship program for Outstanding Negro Students of the National Merit Scholarship Corporation.

College-Level Examination Program (CLEP) tests will not be accepted.

2. COLLEGE COURSES

Eligibility

- Meet college entrance requirements for concurrent /dual enrollment.
- Seniors must be enrolled in a minimum of two courses per semester for high school credit if enrolled in the regular school term.
- Juniors must be enrolled in a minimum of three courses per semester for high school credit if enrolled in the regular school term and meet THEA eligibility criteria.
- Be enrolled in a minimum three hour college course.

The student may earn up to four advanced measures by scoring a grade of "B" or better in each of the four courses through dual credit/concurrent enrollment. The courses maybe taken in accordance with the requirements of EHDD (Legal).

Students may enroll in college courses as early as the summer after their sophomore year, provided that they meet the THEA or T-COMP score eligibility requirements. Students that are not participating in the House Bill I initiative should be prepared to pay tuition and provide their own transportation. Students are encouraged to contact the Admissions Office or the Financial Aid Office of the institution of their choice for scholarship information.

Steps for Dual Credit/ Concurrent Enrollment:

- Concurrent enrollment-courses that count for college credit only.
- Dual credit-courses that count for high school and college credit.

1. Students must meet college entrance requirements and enroll at the institutions of their choice.

2. Students obtain a copy of the Dual Credit Enrollment Form or the Concurrent Enrollment Form from the counselor's office that includes a course recommendation (see pg. 8 or 9).

3. Students turn in the form to the counselor with the principal's, counselor's student's and parent's signatures. This form must be approved and turned in **prior** to enrollment in the college course.

4. Students should be prepared to pay for college tuition and books if they are not participating in the House Bill I Initiative. Students should check with the Admissions/Financial Aid Office at the institution for any available scholarship program for concurrently enrolled student.

5. Students who are not participating in House Bill I must turn in a copy of the official college transcript to their counselor. Students must receive a grade of "D" or better in each college course to be awarded dual credit with the exception of English 1301 and English 1302 taken at TAMIU. TAMIU on-line course catalog states that "to earn credit, English 1301 and English 1302 must be completed with a grade of "C" or better." Thus, in order to earn high school credit for English IV the student must earn a "C" or better for both English 1301 and 1302. Moreover, the student must earn a "C" or better in English 1301; otherwise, he/she is ineligible to enroll in English 1302 at TAMIU. Two college courses may not be averaged to earn a passing grade. **Students must receive a grade of "B" or better to be awarded an advanced measure towards the Distinguished Achievement Seal.**

6. The student's high school GPA will not be affected by the grade they receive in a college course as the grade is not currently computed into the GPA. The passing grade will only grant credit. Beginning with students entering grade 8 in the 2008-2009 school year, for the purposes of class rank, dual credit courses shall receive weighted grades of plus five points if grade earned is from 70 to 100 as per EIC Local Policy. The weighted grade will be calculated into the students GPA.

The student grades earned at the college will be computed in the student's college GPA and appear on their college transcript.

Dual Credit Enrollment Contract Form

☐ House Bill1 Participant
☐ Other

Student Name: _____ School ID: _____
School: _____

Select College Course(s)	HS Equivalent Course(s)
_____	_____
_____	_____

I am requesting permission (Policy EHDD) to take college course(s) for dual credit at TAMIU / LCC during the school day during either the Fall/Spring semester or during the summer session.
My parents and I agree to the following provisions:

1) Only the credit for the course will be recorded on my high school transcript and the course grade will not be computed in my GPA. However, my grade will be computed in my college GPA and will appear on my college transcript.
2) I must receive a grade of "D" or better in each course to receive high school graduation credit. As per the institution of higher education a grade of" D" is considered passing and, therefore; high school credit will be awarded **with the exception of English 1301 and English 1302 taken at TAMIU**. The student must receive a grade of "C" or better in English 1301 in order to be awarded credit and in order to be eligible to enroll in English 1302. Thus, to receive high school credit for English IV a grade of "C" must be earned in English 1301 and 1302 at TAMIU.
3) If I want the course to count as a measure for the Distinguished Achievement Diploma, I must achieve a grade of B or better in the course.
4) My parents are aware that they do not have access to any information regarding my academic progress at the college/university. My parents are in agreement that they will not contact the college/ university professor at any time during the duration of the course. Family Education Rights and Privacy Act (FERPA).
5) For students participating in House Bill I the U.I.S.D. guidelines for dropping courses will be in effect for the dual credit courses (i.e. 10 day rule). If a student drops the class after 10 days a "50" will appear in the high school transcript. **College students can only drop 6 courses throughout their entire college career.**
6) Upon completion of college course, student must submit an official transcript to their respective counselor in order to receive proper dual credit for graduation requirements.

STUDENT AGREEMENT:
I have read the guidelines on this form for dual credit enrollment and agree to comply with the rules and regulations for students at U.IS.D, Laredo Community College and/or TAMIU. In addition, I authorize Laredo Community College/TAMIU to release my grades to my high school or high school district.

_____ _____
Student Signature Date Parent Signature Date

This student, based on his / her THEA scores & GPA,
is approved for dual credit enrollment at LCC/TAMIU.

_____ _____
Counselor's Signature Date Principal's Signature Date

Concurrent Enrollment Contract Form

Student Name: _____ School ID#:_____

School: _____
Select College Course(s)

_____
_____

I am requesting permission (Policy EHDD) to take college course(s) for concurrent enrollment at TAMIU / LCC during either the Fall/Spring semester or during the summer session.

My parents and I agree to the following provisions:

1) No high school credit will be given for a concurrent enrollment course. The grade earned at the college will not be recorded on my high school transcript and the course grade will not be computed in my GPA. However, my grade earned at the college will be computed in my college GPA and will appear on my college transcript.
2) If I want the course to count as a measure for the Distinguished Achievement Diploma, I must achieve a grade of "B" or better in the course.
3) My parents are aware that they do not have access to any information regarding my academic progress at the college/university. My parents are in agreement that they will not contact the college/ university professor at any time during the duration of the course. Family Education Rights and Privacy Act (FERPA).

STUDENT AGREEMENT:
I have read the guidelines on this form for concurrent enrollment and agree to comply with the rules and regulations for students at U.I.S.D, Laredo Community College and/or TAMIU.

_____ _____
Student Signature Date Parent Signature Date

This student, based on his / her THEA scores & GPA,
is approved for concurrent enrollment at LCC/TAMIU.

_____ _____
Counselor's Signature Date Principal's Signature Date

United Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services or activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973.

Dual Credit Courses:

U.I.S.D. will honor and grant credit for the following courses:

College Course	Equivalent High School Course
1. American National Government (PSCI 2305)	1. Government
2. Art Appreciation 1301	2. Art I
3. College Algebra (Math 1314)	3. Fourth Math
4. General Biology 1 (BIOL 1406)	4. Fourth Science
5.. Calculus (Math 2413)	5. Fourth Math
*6. English 1301/1302	6. English IV
7. Fundamentals of Speech 1311	7. Communication Application (Speech)
8. Music Appreciation (MUSI 1306)	8. Music Theory
9. Principals of Macroeconomics 2301	9. Economics
10. Economics 1399 Special Issues in Economics (Yes Camp)	10. Economics
11. Introduction to Psychology 2301	11. Psychology
12. U.S. History 1302	12. U.S. History
13. Other Courses	12. Approved by Ex. Dir. of Secondary Education

*Both semesters must be completed at the institution in order to earn the equivalent English IV credit.

Recording of Grades on AAR

Sample Recording:	SEM 1	SEM 2	
English IV (D)	A	B	1.0

The letter grade earned at the college/university will be posted along with a suffix of a "D" to indicate that the course was taken as a dual credit course.

List of measures earned are included on the back of the students Academic Achievement Record (AAR).

Courses completed on OdysseyWare are not articulated and cannot count as a measure.

Courses completed at other school districts will require proof of articulation in order to count as a measure.

TECH PREP-ARTICULATED COURSES

A student may earn up to four advanced measures by scoring a grade of “B” or better on any Tech Prep Program Course.

Classes offered through Tech Prep or AT (Advanced Technical Training) are listed on the pages below:

UNITED ISD 2009-10 LOCAL ARTICULATION AGREEMENTS

LCC				To be Revised:
12022100	Accounting I	ACNT 1403	Intro. To Acct. I	Oct. 2010
12031210	Administrative Procedures	POFT 1349	POFT 1349	Oct. 2010
12055200 or 12031200	Adm. Procedures Coop or Administrative Proc.	POFT 1409	Administrative Office Procedures I	Oct. 2010
11922322 and 11921221	Ag. Metal Fab./Intro. to Ag. Mech.I	WLDG 1425	WLDG 1425	Oct. 2010
11934422	Agriculture Mechanics I	WLDG 1528	WLDG 1528	Oct. 2010
12112130	Anatomy and Physiology	MDCA 1409	Anatomy and Physiology	Oct. 2010
12579102	Auto Tech I	AUMT 1201	Intro. And Theory of Automotive Technology	Oct. 2010
12579103	Auto Tech II	AUMT 1419	Automotive Engine Repair	Oct. 2010
12579301	Auto Coll. Repair & Refinishing I	ABDR 1419	Basic Metal Repair	Oct. 2010
12579302	Auto Coll. Repair & Refinishing II	ABDR 1431	Basic Refinishing	Oct. 2010
12534704	Basic Computer Maintenance (A Plus)	CPMT1403	Intro to Computer Technology	Oct. 2010
12011200	BCIS I	ITSC 1409	Integrated Software Appls. I	Oct. 2010
12031300	BCIS II	ITSC 2421	Integrated Software Applications II	Oct. 2010
12522703	Building Trades I	CRPT 1329		Oct. 2010
12022300	Business Image Management and Multimedia	IMED 1441	2D Interface Design	Oct. 2010
N1295006	CISCO Semester I	ITCC 1402	Local Area Networks Design and Protocols	Oct. 2010
N1295006	CISCO Semester II	ITCC 1406	Basic Router Configuration	Oct. 2010
N1295007	CISCO Semester III	ITCC 1442	Local Area Management	Oct. 2010
N1295007	CISCO Semester IV	ITCC 1446	Wide Area Management	Oct. 2010
12568702	Correctional Systems and Practices	CRIJ 1301	Crime in America (LCC)	Oct. 2010
12522901	Electrical Trades I	ELPT 1321	Intro. to Electrical Safety & Tools	Oct. 2010
12511701	Engineering Computer-Aided Drafting	DFTG 1309	Basic Computer-Aided Drafting	Oct. 2010
12511702	Engineering Computer Aided Drafting II	DFTG 1333	Mechanical Drafting	Oct. 2010
12568707	Fund. of Criminal Law	CRIJ 1307	Introduction to Criminal Justice (LCC)	Oct. 2010
12101300 and 12101400	Health Sci. Tech Ed. I and Health Sci. Tech. Ed. II	HPRS 1304	Basic Health Professions Skills	Oct. 2010
12031500	International Business	IBUS 1305	Intro. To Intl. Business and Trade	Oct. 2010
12534504	Intro. to Computer Maintenance (A Plus Certification)	CPMT1411	Intro. to Computer Maintenance	Oct. 2010
12534704	Intro. to Electrical Careers (Refrigeration)	ELPT 1311	Electricity Principles	Oct. 2010

12011500	Keyboarding	POFT 2401	Document Formatting and Skill Building	Oct. 2010
12441140	Marketing Dynamics	MRKG 1311	Principles of Marketing	Oct. 2010
12121220/12101200	Med. Terminology and Intro. to HST	MDCA 1313	Medical Terminology	Oct. 2010
N1220307 and N1220308	Ready, Set, Teach I and II	TECA 1311	Educating Young Children	Oct. 2010
12523101	Refrigeration I	HART 1407	Refrigeration Principles	Oct. 2010
12511705	Tech. Intro. to Computer-Aided Drafting	DFTG 1305	Technical Drafting	Oct. 2010
12022700	Telecommunications & Networking	ITNW 1425	Fundamentals of Networking	Oct. 2010
3580800	Web Mastering	IMED 1445	2D Interface Design	Oct. 2010
TAMIU				
12511903	Graphic Arts I	COMM 2324	Communications Graphic Arts I	Oct. 2010
12511904	Graphic Arts II	COMM 2324	Communications Graphic Arts II	Oct. 2010
12568703 12568705	Courts and Criminal Procedures Criminal Investigations	CRIJ 1306	Courts and Criminal Procedures (TAMIU)	Oct. 2010
12568707 12568702	Fund. of Criminal Law Correctional Systems & Practices	CRIJ 1301	Introduction to Criminal Justice (TAMIU)	Oct. 2010
Del Mar College				
N1220307	Ready, Set, Teach I	CDEC 1313	Curriculum Resources for Early Childhood Programs	Sept. 2010
N1220308	Ready, Set, Teach II	CDEC 1419	Child Guidance	Sept. 2010
St.Philips College				
12204210/ 12204310	Nutrition & Food Science/ Food Science Technology	FDNS 1305	Sanitation and Safety	Aug. 2010
12205221	Food Production Mgmt & Svcs I	CHEF1305	Nutrition	Aug. 2010
12205222	Food Production Mgmt & Svcs II	CHEF1301	Basic Food Preparation	Aug. 2010
12205321	Hospitality Services I	HAMG1321	Intro. to Hospitality Industry	Aug. 2010
12205322	Hospitality Services II	HAMG 2267	Hotel Practicum	Aug. 2010

ORIGINAL RESEARCH PROJECT

Students interested in acquiring an advanced measure by conducting an original research project must enroll in at least one of the following courses during their high school years while developing the original research project.

- Scientific Research and Design
- Virtual Finance
- Science Course

District Guidelines for Original Research Project

1. Prior to the inception of the original research project, students must submit a project proposal to the magnet dean or appropriate instructor for approval.

2. The research project will produce a product that is the result of extensive research, analysis, and interpretation based on teacher expectation.

3. Paper accompanying project should follow APA/MLA format as appropriate for the research.

4. Completion of Research Project:
    - Students must complete and present their research project by the deadline established by their instructor.
    - Students must earn at least an "Acceptable" rating on their rubrics.
    - The measure is awarded based on passing the course and receiving an acceptable rating on the research project.
    - The completed rubric will be kept in the student's PRC to serve as documentation that the project was judged by a panel of experts and presented to an appropriate audience.

Original Research Project Outline

Students interested in completing an original research project as part of their measures toward earning a DAP seal should follow the outline below. Please note that members of the campus DAP committee will work with individual students for further clarification.

Title Page to include the following information:

Title of Research

Student Name

Presented to (Name of School)
In partial fulfillment of the requirements
for the Distinguished Achievement Program.

Date

Abstract

In this section, give a brief summary of the research. Include a short synopsis of the review of literature, the research design, and the findings.

Suggested Length: 1-2 pages

Chapter I
Review of Literature

This chapter includes detailed explanations of your review of literature. You simply report what you have researched. Develop a clear outline of your research with a good introductory paragraph leading to your review of literature. Note that you will not include personal opinions of beliefs in this chapter.
Suggested Length: 8-10 pages

Chapter II
Project/Research Design

This chapter will describe what your project/research consisted of. Describe in detail what you did. For example, if you conducted an experiment on racial attitudes in Laredo, describe how you went about the experiment. Did you interview people? Did you pass out surveys? Did you administer a test? Then describe every detail such as number of people, length of interview and so forth. In short, you describe in detail what you did.
Suggested Length: 3-5 pages

Chapter III
Findings, Conclusions and Recommendations

In this chapter, you will discuss what your findings were, what conclusions you can draw as a result of your research/project, and make recommendations to improve future studies/projects similar to yours.
Suggested Length: 2-4 pages

Works Cited

List in alphabetical order all the sources you used for your research/project. (You should use APA or MLA style.)

Required Sources: Books: minimum 1
Journals: minimum 3
Internet: minimum 2

Minimum Sources: 10

UISD REGIONAL SCIENCE FAIR

Students selected by the campus committee to enter the science fair as a representative of their school are eligible to receive one measure if:

- Their project adheres to the guidelines as outlined on the International Science and Engineering Fair website (See attached pgs. 23-28).

And

- Their project receives an overall average of 80 out of a possible 100 points from his/her assigned judges. Judging criteria is outlined by the ISEF, (See attached pgs. 29-32).

And

- The student passes the course.

District DAP Committee

The District Shall:

- Develop District DAP Committee Plan
- Review and make necessary changes to the Plan
- Inform campus of all changes to the DAP Plan
- Assist Campus Committees

The members of the District DAP Committee are:

- Executive Director for Secondary Education
- Executive Director for Accountability
- Director of Guidance & Counseling
- Administrator from each campus
- Counselor from each campus

SCIENCE SERVICE

Operational Guidelines for Scientific Review Committees (SRC) and Institutional Review Boards (IRB)

Please refer to the *International Rules for Precollege Science Research: Guidelines for Science and Engineering Fairs*.

We also encourage you to address rules-related questions to the Intel ISEF SRC listed at the bottom of this publication, email: **src@sciserv.org**.

For all other inquiries, please contact:

SCIENCE SERVICE
Science Education Programs
1719 N Street, N.W., Washington, DC 20036
Tel: 202/785-2255 Fax: 202/785-1243
e-mail: sciedu@sciserv.org, http://www.sciserv.org

Scientific Review Committee (SRC)

A Scientific Review Committee (SRC) is a group of adults knowledgeable about regulations concerning experimentation especially in the following areas: vertebrate animals and potentially hazardous biological agents. The SRC must evaluate all projects in these areas before experimentation may begin. The Fair SRC will also review the documentation for ALL projects shortly before competition to ensure that students have followed all applicable rules and that the project is eligible to compete.

1. An SRC consists of a minimum of three members. The SRC must include at least:
    a. Biomedical scientist (e.g., Ph.D., M.D., D.V.M., D.D.S., D.O.)
    b. Science teacher
    c. One other member
    Additional Expertise: Many projects will require additional expertise to properly evaluate (for instance, extended knowledge of biosafety or human risk groups). If animal research is involved, at least one member must be familiar with proper animal care procedures. If the SRC needs an expert as one of its members and one is not in the immediate area, then documented contact with an external expert is appropriate and encouraged.
2. In order to eliminate conflict of interest, the Adult Sponsor, parents, the qualified Scientist, and the Designated Supervisor must not serve on the SRC reviewing that project. Additional members are recommended to help avoid this conflict of interest and to increase the expertise of the committee.
3. SRCs can function on the local, regional, and/or state level. The Intel ISEF has a permanent SRC that reviews projects prior to competition at the Intel ISEF. In many regions, the SRC also serves as the Institutional Review Board (IRB) and reviews projects involving human subjects. To serve as an

IRB, an SRC must also include the members required in a properly constituted IRB.

4. The Operational Guidelines for SRCs/IRBs should be used in conjunction with the International Rules. The Rules are intended to ensure the safety of students, to protect the subjects and environments studied, and to limit the liability of the adults who assist with the projects.
5. All SRC members must be familiar with the International Rules and the Operational Guidelines for SRCs/IRBs, as well as any pertinent federal regulations. When reviewing research plans, members are urged to use their best professional judgment coupled with good common sense. Members should counsel and instruct students and help them correct violations whenever possible.

Registration of SRC Members

1. The Intel ISEF-affiliated fair director is responsible for appointing members to the affiliated fair SRC. The Intel ISEF-affiliated fair director must register the members' names with Science Service when submitting the affiliation paperwork.
2. The affiliated fair director is responsible for overseeing all local SRCs that feed into the affiliated fair SRC. A local SRC also may function as an IRB if it is properly constituted.

Approval Before Experimentation

1. All SRC members should convene in a central location for an initial meeting to review and discuss the current year's International Rules and forms. One purpose of this meeting is to ensure that committee members apply the International Rules in a consistent manner. The local/affiliated SRC should be ready to guide students and sponsors through the project approval process.
2. The SRC should meet on a regular basis to review projects that require approval before experimentation is started. The SRC should process these requests within two weeks of receipt, so students and sponsors can correct any violations and begin experimentation as soon as possible. Because each fair has a different schedule, SRC meeting-time periods may vary. The affiliated fair director will inform Science Service of the meeting schedule at the end of the season with the Affiliated Fair Scientific Review Committee (SRC) Report.
3. Instead of meeting as a full committee, SRC members may individually review projects. If a project requires in-depth review or has a serious problem that could result in a violation, the entire SRC should meet to discuss the project.
4. SRCs should pay special attention to the following items:
    a. evidence of library search
    b. evidence of proper supervision
    c. use of accepted research techniques
    d. completed forms, signatures and dates
    e. evidence of search for alternatives to animal use
    f. humane treatment of animals

g. compliance with rules and laws governing proper care and housing of animals
h. appropriate use of potentially hazardous biological agents
i. adequate documentation of the substantial expansion of continuing projects
j. compliance with ISEF Ethics Statement

5. The SRC should deliberate, resulting in one of the following decisions:
    a. **Approval:** If a project is **approved**, the SRC chairperson signs the appropriate box on the **Approval Form (1B)**. The approved forms should be returned to students as soon as possible, so that they can begin experimentation.
    b. **Disapproval:** The SRC Chairperson should provide the student and sponsor with a list of reasons for disapproval and suggestions for changes needed for approval. If suitable corrections are made, the revised project forms should be re-reviewed. If the project is approved, the student and sponsor should be notified immediately so that the student can begin experimentation.
    c. **Projects that are not allowed:** Some projects are unethical or should not be done by pre-college students. Examples would be projects designed to kill vertebrate animals, toxicity studies using vertebrate animals, improper treatment of animals, proposed use of potentially hazardous biological agents at home, violations in the use of controlled substances, and lack of appropriate supervision. The SRC should notify the student and sponsor promptly and provide them with a complete list of reasons the project may not be done.
    d. **Biosafety level review and approval:** If a project involves a potentially hazardous biological agent and is being conducted in a non-regulated site (e.g. school), the SRC must review the project and assign a final biosafety level. The student researcher and the qualified Scientist or Designated Supervisor who will be supervising the project must conduct a risk assessment and propose a biosafety level that is then confirmed by the SRC through this review process.

SRC Review Shortly Before Competition

1. An SRC is required to reconvene before the fair to review and approve all projects with supporting documentation.
2. SRC members must carefully review documents provided by the supervising professional in studies with de-identified, anonymous data to ensure that data was appropriately de-identified. These studies do not require prior IRB review and approval.
3. SRC members should carefully review all documentation, particularly for research that required prior review and approval. If the project documentation does not attest to this prior review and approval, the project is in violation of the International Rules. Such projects should only be approved if an **acceptable written explanation** is provided.

After Competition

1. Every affiliated SRC Chairperson must submit a summary report to the affiliated fair director immediately following the fair. The fair director should forward the report to Science Service within 12 days of their fair, but no later than June 1, 2006. Science Service will not re-affiliate the fair in question until a report is received.
   The purpose of this report is to alert Science Service to any problems that affiliated fairs are encountering and to assist in alleviating these problems. Science Service welcomes comments and suggestions from the SRC Chairperson.
2. Science Service provides a form for the summary report. Other forms are acceptable, as long as they include the following:
   a. Name (and Fair ID number) of the affiliated fair;
   b. Dates of SRC/IRB meetings;
   c. Major problems encountered;
   d. Recommendations for correcting problems;
   e. Data on how many projects were examined, approved, or failed to qualify;
   f. Reasons for any projects failing to qualify.

Institutional Review Board (IRB)

1. An Institutional Review Board (IRB) is a committee that, according to federal regulations (45-CFR-46), must evaluate the potential physical and/or psychological risk of research involving human subjects. All proposed human research must be reviewed and approved by an IRB before experimentation begins. This includes review of any surveys or questionnaires to be used in a project.
2. Federal regulations require local community involvement, therefore an IRB should be established at the school level to evaluate human research projects. An IRB at the school or ISEF-affiliated fair level must consist of a minimum of three members. In order to eliminate conflict of interest, the Adult Sponsor, parents, the Qualified Scientist, and the Designated Supervisor who oversee a specific project must not serve on the IRB reviewing that project. Additional members are recommended to help avoid this conflict of interest and to increase the expertise of the committee. This IRB must include:
   a. a science teacher
   b. a school administrator (preferably, a principal or vice principal),
   c. one of the following who is knowledgeable and capable of evaluating the physical and/or psychological risk involved in a given study: a medical doctor, physician's assistant, registered nurse, a psychiatrist, psychologist, or licensed social worker.
3. If the IRB needs an expert as one of its members and one is not in the immediate area, then documented contact with an external expert is appropriate and encouraged. A copy of the correspondence (e.g. email, fax, etc.) should be attached to Form 4 and can be used as the signature of that expert.

4. IRBs exist at federally registered institutions (e.g., universities, medical centers, NIH, correctional facilities). The institutional IRB must initially review and approve all proposed research conducted at or sponsored by that institution. The Adult Sponsor is responsible for ensuring that the project is appropriate for a pre-college student and adheres to the ISEF rules.
5. An IRB generally makes the final determination of risk. However, in reviewing projects just prior to a fair, if an SRC judges an IRB's decision as inappropriate, thereby placing human subjects in jeopardy, the SRC may override the IRB's decision and the project may fail to qualify for competition.

Informed Consent

1. The process of obtaining informed consent provides information to the subject about the risks and benefits associated with participation in the research study and allows the subject to make an educated decision about whether or not to participate. Informed consent is an on-going process, not a single event that ends with a signature on a page. It must incorporate procedures that do not involve coercion or deception.
2. Documentation of informed consent is required:
    a. When the IRB determines that a research study involves physical or psychological activities with more than minimal risk
    b. When the IRB determines that the project could *potentially* result in emotional stress to a research subject.
    c. When the IRB determines that the research subjects belong to a risk group and the study does not meet any of the criteria below for a waiver.
3. Documentation of informed consent is required for most research projects. However, the IRB may waive the requirement for documentation of written informed consent if the research involves **only minimal risk *and* anonymous data collection *and* if it is one of the following:**
    a. Research involving normal educational practices
    b. Research on individual or group behavior or characteristics of individuals where the researcher does not manipulate the subjects' behavior and the study does not involve more than minimal risk.
    c. Surveys and questionnaires that are determined by the IRB to involve perception, cognition, or game theory and do NOT involve gathering personal information, invasion of privacy or potential for emotional distress. If there is any uncertainty regarding the appropriateness of waiving informed consent, it is strongly recommended that informed consent be obtained.
    d. . Studies involving physical activity where the IRB determines that no more than minimal risk exists and where the probability and magnitude of harm or discomfort anticipated in the research are not greater (in and of themselves) than those ordinarily encountered in DAILY LIFE or during performance of routine physical activities.
4. **If a research subject is under 18 years of age, it is recommended that, in all cases, informed consent be obtained**. Both the parent/legal guardian and the school age research subject must sign Human Subjects Form 4. However, an IRB may decide that informed consent is not required

because of the allowable exceptions listed above. **When the IRB waives informed consent of research subjects under the age of 18 for studies involving surveys or questionnaires, documentation justifying this waiver must accompany Human Subjects Form 4**.

Combined SRC/IRB

An Intel ISEF-affiliated fair director can establish a committee, which serves as both an SRC and an IRB. This committee must include at least:

a. biomedical scientist (e.g., Ph.D., M.D., D.V.M., D.D.S., D.O.)
b. science teacher
c. school administrator (preferably, a principal or vice-principal)
d. and one of the following who is knowledgeable and capable of evaluating the physical and/or psychological risk involved in a given study: a medical doctor, physician's assistant, registered nurse, a psychiatrist, licensed psychologist, or licensed social worker.

At least one member of the committee must be familiar with proper animal care procedures when reviewing projects using non-human vertebrate animals.

Intel ISEF SRC

The ISEF Scientific Review Committee members will be glad to answer any questions or concerns about these guidelines or the International Rules

Please send all email inquiries to: SRC@sciserv.org

Dr. Nancy Aiello, Chairperson **(EST)**
home: 540/554-8748

Dr. James Stevens (MST)
office: 303/315-2680, home: 303/696-1504,
cell: 303/921-1076, fax: 303/724-3005

Mr. Henry Disston (EST)
office: 215/895-5840, fax: 215/895-5842

Mrs. Christine Miller (PST)
home: 775/847-7129, cell: 775/722-3134

Mrs. Evelyn Montalvo (EST)
(English or Spanish inquiries)
office: 787/834-2150, home: 787/833-0287,
fax: 787/265-2500

Dr. Paula Johnson (PST)
office: 520/621-3483

Dr. Jennifer Green (MST)
office: 513/529-2448

Judging at Your Fair

Every Intel ISEF affiliated fair has its own methodology for judging projects at their fair. We provide the following tips and judging criteria as suggested aids in your process. The following points may be of value to you and your judges as they go out to review and score projects.

Judges

- Examine the quality of the finalist's work, and how well the finalist understands his or her project and area of study. The physical display is secondary to the student's knowledge of the subject. Look for evidence of laboratory, field or theoretical work, not just library research or gadgeteering.
- Judges should keep in mind that competing in a science fair is not only a competition, but an educational and motivating experience for the students. The high point of the fair experience for most of the students is their judging interviews.
- Students may have worked on a research project for more than one year. However, for the purpose of judging, ONLY research conducted within the current year is to be evaluated. Although previous work is important, it should not unduly impact the judging of this year's project.
- As a general rule, judges represent professional authority to finalists. For this reason, judges should use an encouraging tone when asking questions, offering suggestions or giving constructive criticism. Judges should not criticize, treat lightly, or display boredom toward projects they personally consider unimportant. Always give credit to the finalist for completing a challenging task and/or for their success in previous competitions.
- Compare projects only with those competing at this fair and not with projects seen in other competitions or scholastic events.
- It is important in the evaluation of a project to determine how much guidance was provided to the student in the design and implementation of his or her research. When research is conducted in an industrial or institutional setting, the student should have documentation, most often the Intel ISEF Form 1C, that provides a forum for the mentor or supervisor to discuss the project. Judges should review this information in detail when evaluating research.
- Please be discreet when discussing winners or making critical comments in elevators, restaurants, or elsewhere, as students or adult escorts might overhear. Results are confidential until announced at the awards ceremony.

Fair

- Provide the students with a brief explanation of the judging process. Provide information such as the rules for student conduct and attendance, the estimated number of judging interviews to expect, and any information possible about the levels or tiers of judging taking place.
- Provide an explanation to judges and students about the different types of judging and any rules for each type of judge. Many fairs, including the Intel ISEF have both category (or grand awards) judging and special awards judging. Category judging is considered the primary judging process that provides the place winners of the fair and the special awards judging is most

often done by the professional scientific organizations, colleges and universities, or governmental agencies who sponsor their award. Understanding who is on the floor helps everyone work together.

- Take all steps possible to provide a just and equitable judging process without bias. Develop a judges' code of conduct and a clearly defined set of criteria that your fair judges must follow. Have procedures in place to eliminate any potential conflict of interest and always have a sufficient number of fair representatives available during judging to handle any problems that may arise.

Evaluation Criteria for Category Judging

The criteria and questions below are used by the Grand Awards Judges of the Intel ISEF and is suggested as a guide for your category judging. Scientific Thought and Engineering Goals are separated into IIa. and IIb. to be used appropriately by category. There are also added questions for team projects.

I. Creative Ability (Individual - 30, Team - 25)

1. Does the project show creative ability and originality in the questions asked?

   • The approach to solving the problem?, the analysis of the data?, the interpretation of the data?

   • The use of equipment?, the construction or design of new equipment?

2. Creative research should support an investigation and help answer a question in an original way.
3. A creative contribution promotes an efficient and reliable method for solving a problem. When evaluating projects, it is important to distinguish between gadgeteering and ingenuity

II a. Scientific Thought (Individual - 30, Team - 25)

If an engineering project, the more appropriate questions are those found in IIb. Engineering Goals.

1. Is the problem stated clearly and unambiguously?
2. Was the problem sufficiently limited to allow plausible approach? Good scientists can identify important problems capable of solutions.
3. Was there a procedural plan for obtaining a solution?
4. Are the variables clearly recognized and defined?
5. If controls were necessary, did the student recognize their need and were they correctly used?
6. Are there adequate data to support the conclusions?
7. Does the finalist or team recognize the data's limitations?
8. Does the finalist/team understand the project's ties to related research?
9. Does the finalist/team have an idea of what further research is warranted?
10. Did the finalist/team cite scientific literature, or only popular literature (i.e., local newspapers, Reader's Digest)?

II b. Engineering Goals (Individual - 30, Team -25)

1. Does the project have a clear objective?
2. Is the objective relevant to the potential user's needs?
3. Is the solution workable? Acceptable to the potential user? Economically feasible?
4. Could the solution be utilized successfully in design or construction of an end product?
5. Is the solution a significant improvement over previous alternatives?
6. Has the solution been tested for performance under the conditions of use?

III. Thoroughness (Individual - 15, Team - 12)

1. Was the purpose carried out to completion within the scope of the original intent?
2. How completely was the problem covered?
3. Are the conclusions based on a single experiment or replication?
4. How complete are the project notes?
5. Is the finalist/team aware of other approaches or theories?
6. How much time did the finalist or team spend on the project?
7. Is the finalist/team familiar with scientific literature in the studied field?

IV. Skill (Individual - 15, Team - 12)

1. Does the finalist/team have the required laboratory, computation, observational and design skills to obtain supporting data?
2. Where was the project performed? (i.e., home, school laboratory, university laboratory) Did the student or team receive assistance from parents, teachers, scientists or engineers?
3. Was the project completed under adult supervision, or did the student/team work largely alone?
4. Where did the equipment come from? Was it built independently by the finalist or team? Was it obtained on loan? Was it part of a laboratory where the finalist or team worked?

V. Clarity (Individual - 10, Team - 10)

1. How clearly does the finalist discuss his/her project and explain the purpose, procedure, and conclusions? Watch out for memorized speeches that reflect little understanding of principles.
2. Does the written material reflect the finalist's or team's understanding of the research?
3. Are the important phases of the project presented in an orderly manner?
4. How clearly is the data presented?
5. How clearly are the results presented?
6. How well does the project display explain the project?
7. Was the presentation done in a forthright manner, without tricks or gadgets?
8. Did the finalist/team perform all the project work, or did someone help?

VI. Teamwork (Team Projects only- 16)

1. Are the tasks and contributions of each team member clearly outlined?
2. Was each team member fully involved with the project, and is each member familiar with all aspects?
3. Does the final work reflect the coordinated efforts of all team members?

United Independent School District
Virtual Finance
Distinguished Achievement Program
Panel of Experts

Student: _____ ID: _____
Date: _____ Panelist: _____

Five Point System

5	Exemplary		
4	Good	2	Below/Average
3	Average/Acceptable	1	Unsatisfactory

Criterion 1: Stock Market Report	**Possible Points**	**Points Received**
Abstract (1-2 Pages)		
1. Introduction (Choice of Portfolio should be clearly stated) 2. Purpose of project 3. Methods and Materials (financial statements, financial periodicals, newspapers, websites, interviews) 4. Result	5	
Report		
5. Minimum 4 company analysis	5	
6. Cover Page, Introduction, Methods, Results, Acknowledgements, References, and Appendixes	5	
7. Formatting (grammar, mechanics, spelling	5	
8. Illustration of data (Tables, graphs, charts, photos); correlation to narrative	5	
Criterion 1 Total	25	

Panelist: _____

Criterion 2: Presentation	**Possible Points**	**Points Received**
Content		
1. Purpose of project is clearly communicated	5	
2. Introduction of portfolio	5	
3. Methodology, data collection	5	
4. Results	5	
5. Discussion of factors influencing portfolio performance	5	
6. Practical application	5	
Multimedia		
Power Point	5	
1. Bulleted lists, grammar, spelling, appropriate background and text colors	5	
2. All 4 companies equally represented and discussed	5	
Style and Delivery		
1. Confidence	5	
2. Verbal expression/fluency	5	
3. Audience Contact	5	
4. Dress Appearance (Business Attire Required)	5	
Criterion 2 Total	60	

Panelist: _____

Criterion 3: Question and Answer Period	**Possible Points**	**Points Received**
1. Knowledge of topic	5	
2. Quality of response	5	
3. Defense of portfolio	5	
Criterion 3 Total	15	

Panelist: _____

Student: _____ ID#:_____

Criterion 1	Criterion 2	Criterion 3	Criterion 4

Ranges

Unsatisfactory	Below 60
Below Average	60 – 69
Average	70 – 79
Acceptable	80 – 85 – **Acceptable for Measure**
Good	86 – 89
Exemplary	90 – 100

General Comments:

_____

_____

_____

_____

United Independent School District
Scientific Research and Design
Distinguished Achievement Program
Panel of Experts

Student: _____ ID#: _____

Date: _____

Five point system

5	Exemplary	2	Below Average
4	Good		
3	Average/Acceptable	1	Unsatisfactory

Criterion 1: Abstract and Scientific Paper	Points
Abstract	
1 Research problem should be clearly stated	
2 Purpose of research	
3 Method and materials	
4 Results	
Scientific Paper	
5 APA Format	
Cover Page, Introduction, Materials and Methods, Results, Discussion, Conclusion, Acknowledgments, References Y N	
6 Illustration of data (Tables, graphs, charts, photos); correlation to Narrative Y N	
Total number of points	

Note: Y=3; N=0 other values may be awarded for quality on the Scientific Paper Section.

Student: _____ ID#: _____

Criterion 2: Presentation	Points
Content	
1 Problem and purpose of research is clearly communicated	
2 Hypothesis is communicated	
3 Methodology, data collection	
4 Interpretation of data is elaborated	
5 Discussion and Conclusion	
6 Practical application, Relevance to the community	
Multimedia	
1 Coordinates presentation, delivery, and media	
2 Power Point [Outline form]; **Optional**	
3 Overhead projector [Outline form]; **Optional**	
4 Video Clip; **Optional**	
Style and Delivery	
1 Confidence	
2 Verbal expression/fluency	
3 Audience Contact	
4 Dress Appearance	
Criterion 3: Question and Answer Period	
1 Knowledge of topic	
2 Quality of response	
3 Defense of research	
Total number of points	

Evaluator Number: _____

Student: _____ ID#: _____

Criterion 1	Criterion 2	Criterion 3	Total

Ranges

Below Average	Below 42
Average	43 - 79
Acceptable	80-104
Exemplary	105

General Comments: _____

_____

_____

_____

_____

_____

United Independent School District

	Submitted	Initials
1. **Project Data Book:** Quantitative data recorded is accurate and that units are included in the data tables. Make sure you date each entry.	_____	_____
2. **Research Paper:**	_____	_____
a. Title Page and Table of Contents:		
b. Introduction:		
c. Materials and Methods:		
d. Results:		
e. Discussions:		
f. Conclusions:		
g. References/Bibliography:		
i. APA:		
ii. MLA:		
iii. Chicago Manual of Style:		
3. **Abstract:** The abstract needs to be a maximum of 250 words on one page. An abstract should include the a) purpose of the experiment, b) procedures used, c) data, and conclusions. It also may include any possible research applications.	_____	_____
4. **Visual Display:** You want to attract and inform. Make it easy for interested spectators and judges to assess your study and the results you have obtained.	_____	_____
5. **Judging:**	_____	_____

Intel ISEF Judging Criteria	
	Individual
Creative Ability	30
Scientific Thought	30
Thoroughness	15
Skill	15
Clarity	10

The United Independent School District offers Career and Technical Education programs in sixteen career clusters. Admission to these programs is based on interest and aptitude, age appropriateness, and program availability at the campuses.

It is the policy of the United Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its educational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended..

For information about your rights or grievance procedures, contact the Title IX Coordinator, Rita Garner, at (956) 473-6284, 301 Lindenwood, and/or the Section 504 Coordinator, Guadalupe Gorordo at (956) 473-2090, 4410 Texas Highway 359, Laredo, Texas.