

National Economics ChallengeSM

Teacher and Coach Toolkit



For information on eligibility,
rules and prizes, please visit
www.councilforeconed.org/econchallenge





National Economics ChallengeSM

A PROGRAM OF THE COUNCIL FOR ECONOMIC EDUCATION

COUNCIL FOR ECONOMIC EDUCATION

The Council for Economic Education (CEE) is the leading organization in the United States that focuses on the economic and financial education of students from kindergarten through high school. For almost 70 years, our mission has been to instill in young people the fourth “R” — a real-world understanding of economics and personal finance. CEE delivers its core mission of teaching K–12 students through professional development of teachers, providing educators with instruction in content and pedagogy, and developing engaging content in personal finance and economics. The National Economics ChallengeSM furthers the CEE’s mission of strengthening the economic and financial education of students from kindergarten through high school.

NATIONAL ECONOMICS CHALLENGESM

The Council for Economic Education created the National Economics ChallengeSM in 2000 to promote student interest in economics, reinforce classroom instruction, advance academics and school spirit and reward scholarship. In 2017, more than 11,000 high school students participated in 40 states nationwide. The National Economics ChallengeSM is one of several key initiatives in CEE’s “Campaign for Economic Literacy” which seeks to focus public attention on the importance of economic literacy and the need for a high-quality, standards-based economics curriculum in every state.

In the National Economics ChallengeSM, CEE applies the excitement of an athletic competition to academic excellence, providing students with the opportunity to apply their economics knowledge and work in teams. Competitions are held at the State, National Semi-Final, and National Final levels in two divisions: The Adam Smith Division challenges advanced placement, international baccalaureate and honors students; the David Ricardo Division challenges single semester general economics students.

In each competition, teams of students answer rigorous questions on microeconomics, macroeconomics, international economics, and current events. At the National Finals, students complete rounds of testing, work in teams during a critical thinking round to solve a case problem, and participate in a quick-paced oral quiz-bowl to compete for the title of National Champions.



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NATIONAL ECONOMICS CHALLENGESM - ABOUT THE CHALLENGE

COMPETITION RULES

CEE's National Economics ChallengeSM Rules and Eligibility are available on CEE's website:

www.councilforeconed.org/econchallenge. The team coach and/or volunteers should be familiar with the rules before registering a team of students, as it has important information about student's eligibility to participate, and their division placement. For example, no team member is permitted to compete in the David Ricardo division more than once. Any returning student who has participated in the National Economics ChallengeSM as a David Ricardo student in one year must compete in the Adam Smith division in subsequent years, regardless if the student is only taking a general or one-semester economics course.

TEAM STRUCTURE

The National Economics ChallengeSM has two Divisions: David Ricardo and Adam Smith.

David Ricardo Division: Any one semester, introductory or general, combined macro and micro economics course. Students who have never taken an economics course may also participate in the David Ricardo division.

Adam Smith Division: Students enrolled in any two courses (such as macroeconomics or microeconomics course sequence) or any course labeled as AP, IB, honors, or differentiated. If the student has previously participated in the David Ricardo Division, the student must register for Adam Smith in this year's competition.

COMPETITION FORMAT

The state competition testing format varies from state to state. In some states there is an in-person competition, online only competition, or a combination of both by conducting multiple rounds, the online round narrowing down the playing field, and bringing the top teams to an in-person state competition. Contact your state coordinator for more information on your state's challenge at www.councilforeconed.org/state-coordinators/.

At the National Semi-Finals students will be individually tested on 15 multiple choice questions on Microeconomics, Macroeconomics, and International Economics/Current Events in 20 minute rounds, followed by a round of questions to be completed as a team.



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DATES FOR 2018 NATIONAL ECONOMICS CHALLENGESM

- Form a team, meet regularly to prepare for your State competition: Fall 2017–Spring 2018
- State competitions: Fall 2017–Spring 2018 (dates vary from state to state)
- State coordinators announce state winner by April 10th, 2018
- National Semi-Final competition: April 24 (or April 19) (*Invitational*)
- National competition: May 19-21, 2018 (*Invitational*)

AWARDS/PRIZES/INCENTIVES

Economics Challenge (State level):

Many states have special awards (cash prizes, certificates of participation, medals, etc.) for winning teams. Awards and Incentives for winning teams vary from state to state. The state winners are invited to advance to the National Semi-Finals which is held as a proctored test at the State Champion's high school.

National Semi-Finals:

The top eight highest performing teams and their coach, in each division, go to New York City to compete in the National Finals.

National Economics ChallengeSM Finals:

Prizes are awarded to 2018 National Economics ChallengeSM finalists, students and coaches, for both the David Ricardo and Adam Smith Divisions. The finalists will receive medals, a team trophy, and are awarded cash prizes as follow:

- First Place – \$1000
- Second Place – \$500
- Third Place – \$250
- Fourth Place – \$200

Watch our short video at www.councilforeconed.org/events/national-economics-challenge/photos-and-videos for an overview of the competition:

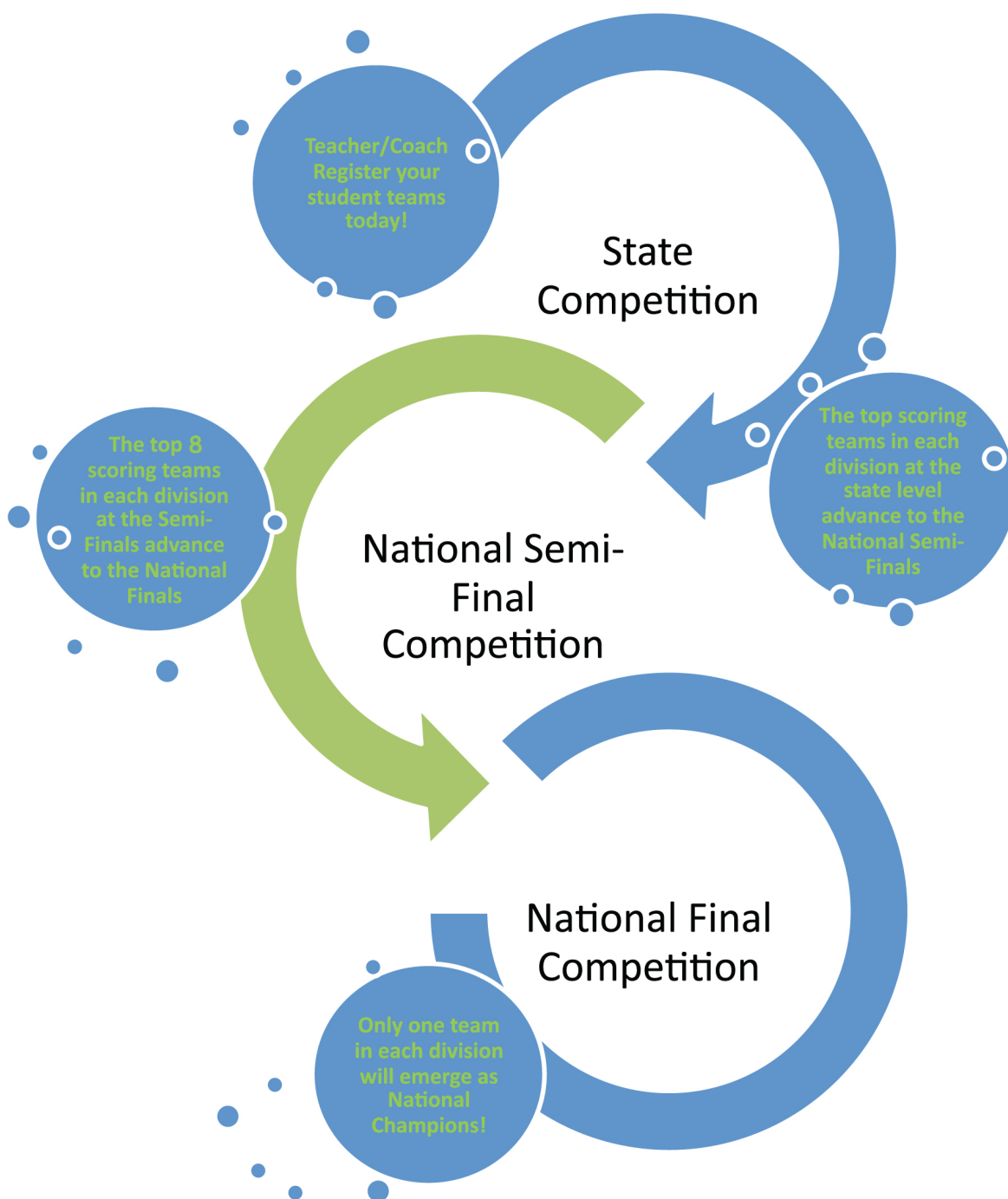




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HOW TO GET TO THE NATIONAL ECONOMICS CHALLENGE IN NEW YORK CITY!





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TEACHER'S GUIDE

NATIONAL ECONOMICS CHALLENGESM (NEC):

The Council for Economic Education (CEE) created the National Economics ChallengeSM in 2000 to promote student interest in economics, reinforce classroom instruction, and advance academics and school spirit. In 2017, more than 11,000 high school students participated in 40 states nationwide. The National Economics ChallengeSM is one of several key initiatives in the CEE's "Campaign for Economic Literacy" which seeks to focus public attention on the importance of economic literacy and the need for a high-quality, standards-based economics curriculum in every state.

STRUCTURE OF PROGRAM:

National Economics ChallengeSM competitions are held at the State, National Semi-Final, and National Final levels for high school students in two divisions: The Adam Smith Division challenges advanced placement, international baccalaureate and honors students; the David Ricardo Division challenges single semester general economics students. In each competition, teams of students answer rigorous questions on microeconomics, macroeconomics, international economics, and current events.

The National competitions include written multiple choice tests, a critical thinking case study round, and a quiz bowl round.

COACHING A TEAM

- Assemble a team of 4 students.
- Identify your state competition. Visit the Economics Challenge Website at <http://econchallenge.unl.edu>.
- Assist your team in studying. Find great resources and create your own practice questions using CEE's www.econedlink.org.
- Register and participate in a State competition.

STATE WINNERS ADVANCE TO SEMI-FINALS

Team coaches, prepare your team to participate in the National Semi-Finals on April 24, 2018*

- Submit the Team Coach Registration Form and Student Registration Form at www.councilforeconed.org/econchallenge.
- Coordinate, with your school principal, the use of a room at the winning teams' school and identify a proctor to administer Semi-Final.
- Notify the students of the time and location on April 24, 2018* that their team will take the Semi-Finals. Ask them to bring a pencil.

TOP 8 FROM SEMI-FINALS ADVANCE TO FINALS

The top 8 scoring teams of the National Semi-Finals will be invited to New York City to compete in the Finals of the National Economics ChallengeSM (May 19 - 21, 2018).

DATES TO REMEMBER

State Economics Challenge: Fall and/or Spring

National Economics ChallengeSM:

Semi-Finals April 24, 2018*

Finals May 19 - 21, 2018 in NYC

INCENTIVES

Cash prizes are awarded to the National Finalists and their coaches!

*Schools that are on spring break on 4/24/18 will test on 4/19/18, please notify your state coordinator by 4/1/2018 if your team would require early testing.



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WHAT SHOULD WE USE TO PREPARE?

SELECT A TEXTBOOK TO USE FOR BASIC INFORMATION. COACHES RECOMMEND

VISIT THE FEDERAL RESERVE BANK EDUCATION WEBSITES, SUCH AS THE ST. LOUIS FED'S

- 'EconLowDown' for Economic and Personal Education Resources: Educators and students will find a variety of interactives from Pod casts, glossary flash cards, to instructional videos. Teachers can also provide students with online questions following these videos. Register your class through the Instructor Management Panel.

<http://bit.ly/1asCNwz>

- Page One Economics Newsletter, Classroom Edition: Each newsletter provides a simple, short overview of a current economic event, and the classroom edition includes student questions and a teacher answer key—plus additional resources and lesson ideas for classroom, extra credit and make-up assignments. Go to the Page One Economics web site. <http://bit.ly/1dgv3SA>

SELECT A TEXTBOOK TO USE FOR BASIC INFORMATION. COACHES RECOMMEND:

- Council for Economic Education's *Advanced Placement Economics : Microeconomics* (3rd edition by John Morton and 4th edition by Gary Stone)

- Council for Economic Education's *Advanced Placement Economics : Macroeconomics* (3rd edition by John Morton and 4th edition by Margaret Ray)

- *Foundations of Macroeconomics* by Bade and Parkin (Pearson)

- *Principles of Economics* by Roy Ruffin (Addison Wesley series) - *Economics*, by McConnell, Brue, and Flynn (McGraw-Hill)

INTERPRET ECONOMIC DATA

Help students understand inflation, Real GDP, etc:

<http://bit.ly/1aDRBnE>

TAKE SAMPLE TESTS AND REVIEW THE ANSWERS AS A GROUP

- Tests from previous NEC:

<http://bit.ly/18m26zk>

- Tests for Economic Literacy:

<http://bit.ly/1hAUuOz>

OPEN A MYECONEDLINK ACCOUNT AT WWW.ECONEDLINK.ORG

- To save lesson plans and read selected articles on current events.

- To use the Custom Quiz Builder

- To find lessons focused on economic indicators (teacher and student version)

- To use interactive tools such as PBS's Making Sen\$e with Paul Solman

<http://bit.ly/1gb00ph>

PLAY GAMES

- Gen i Revolution: www.genirevolution.org -

The Stock Market Game: www.smgww.org

DISCUSS ARTICLES

Discuss articles from The New York Times, The Wall Street Journal and The Economist. Students can "specialize" in different areas for current events. One student might read articles on the banking industry while another might look for information about taxes.

FRED (FEDERAL RESERVE ECONOMIC DATA)

FRED is an online database consisting of more than 154,000 economic data time series from 59 national, international, public, and private sources. <http://bit.ly/1dgvPLn>



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TIPS & RESOURCES AVAILABLE TO HELP YOU PREPARE:

Take a moment and check out the lessons directed at the economic indicators. These lessons are entitled Focus on Economic Data. They are lessons that are focused on the following economic indicators:

- CPI AND INFLATION
- EMPLOYMENT AND UNEMPLOYMENT
- REAL GDP
- FEDERAL RESERVE

There is a teacher version and student version for each economic indicator. You can find the Focus on Economic Data lessons on the following page:

<http://bit.ly/1aDRBnE>

MYECONEDLINK

Consider creating a myEconEdLink account at <http://www.econedlink.org/profile/sign-up.php>.

This is a free account to EconEdLink's customized user experience. Within myEconEdLink you will find a Customized Quiz Builder. You will be able to select the concept and number of questions you will want on your quiz. You will then be able to identify the questions that you will want your students to answer. You then create a quiz with a unique ID that will connect the students response to your myEconEdLink. A GREAT way to check the understanding of your students.

MAKING SENSE WITH PAUL SOLMAN

On EconEdLink you will find over 150 videos from PBS: Making Sen\$e with Paul Solman. Every video presented on EconEdLink has question you can ask your students OR have your students answer online. The link to the list of videos is <http://bit.ly/1gb0oph>.

Paul Solman has been business, economics and occasional art correspondent for The NewsHour with Jim Lehrer since 1985:

<http://www.pbs.org/newshour/>.

As a part of The NewsHour, Paul does a 7–10 minute video segment called, Making Sen\$e:

<http://to.pbs.org/1aapsv6>.

These Making Sen\$e video segments cover current topics in economics and personal finance and are a great way to bring real-world examples in to your classroom.



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NATIONAL ECONOMICS CHALLENGESM - TIPS FROM TEACHERS AND COACHES WHOSE TEAMS MADE IT THE NEC FINALS!

HOW TO GET INVOLVED: IN YOUR STATE'S ECONOMICS CHALLENGE

- Contact your local state Council on Economic Education and university Centers for Economic Education as they will be your best source of information, and may be able to connect you with a local after school program, or a school looking to form teams. A list of State Coordinators is available on CEE's website: www.councilforeconed.org/econchallenge.
- Identify a team(s) of 3–4 students to form a team.
- Familiarize yourself with the National [2018 Rules and Eligibility](#) and identify in which of the two divisions your team should compete.
- Contact your State Coordinator for competition details and dates in your state, and [register](#) to compete.
- Prepare your team using many of the recommended materials, tutorials, and [online sample tests](#).
- Compete in your State Economics Challenge.

WHY SHOULD I ASSEMBLE A TEAM?

- To give an in depth understanding of the world of economics to your students, thereby making them better educated and functioning members of society.
- More often than not, students who participate fall in love with economics and go on to study the subject at the collegiate level: *"Students LOVE this competition and push themselves to learn as much as they possibly can. It's amazing to see,"* response from coach of a team that participated in the 2013 NEC finals in NYC.
- To improve your own understanding of economics and current events: *"I and my students know way more about economics, especially [current] events, than we would otherwise. And it was a thrill to work with students in preparation for the event,"* response from coach of a team that participated in the 2013 NEC finals in NYC.
- For a chance for a trip to New York City for the top 8 scoring teams in the National Semi-Final Exam.
- For a chance to win a national title and bring glory to your family, school, and hometown.
- For a chance to win cash prizes awarded to the National Finalists and their coaches.
- To help better prepare students for the AP Economics exams.

HOW DO I ASSEMBLE A TEAM?

- Recruit academically strong students who are motivated to work on their own and as part of the team.
- Contact local organizations that work with teenagers, start with your local Council or Center www.councilforeconed.org/resources/local-affiliates
- Try to find students with complementary skills sets, for example:
 - One fan of financial markets and investing
 - One math whiz
 - One newshound who will follow current events



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HOW OFTEN SHOULD WE MEET?

- You may decide to meet only occasionally during the fall and winter, although it might be nice to meet on a regular schedule to build team spirit and background knowledge.
- Start early in the school year and gradually increase the intensity of your sessions.
- Successful teams generally meet two or three times per week in March and April to prepare for the NEC in April.

HOW DO I PROMOTE TEAM BUILDING AND UNITY?

- Start with an icebreaker, have the team of students introduce themselves, to get to know each other.
- Go out for pizza or ice cream before or after major events.
- Encourage students to form study groups with the purpose of bringing information back to the entire group.
- Focus on making the teams cohesive and able to work together as a unit with various practice rounds. Don't be afraid to have some fun activities to encourage group bonding!

STRATEGIES

- Use CEE products and sample tests to better understand what to expect.
- Meet regularly and take practice tests.
- Every team member could study all the material, or split the most difficult/vast material between team members for more effective learning.
- Practice a lot to get comfortable with your teammates and their playing/study styles.
- Have a healthy night's rest the night before the exams, and eat a good breakfast the morning of the exams.

OTHER TIPS FROM NEC FINALIST COACHES

- As good as the money and the trip sound, the real motivator for winners that distinguishes them from others is a passion for economics and a love of learning. Try to make the students love what they learn and the studying will come more easily.
- Don't just have students memorize terms and concepts; make sure your students know how to use and apply their knowledge to a variety of situations, as this will be extremely useful in the Critical Thinking Round.
- Be sure to cover behavioral economics a little when teaching microeconomics.
- While teaching macroeconomics, learn the functions of money.
- Work on coaching buzzer speed. That being said, make sure to not buzz in too early; two-part questions must be answered completely.
- Train your students to have good test-taking skills: timely answers, the merits of elimination and guessing, etc.
- Have the students learn some exact trivia for current events issues (e.g. export % of GDP for China in 2012, when the Federal Funds Rate was last changed, etc.)
- Find students that are motivated self-starters.



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SAMPLE TESTS

Sample tests are available on CEE's webpage: www.councilforeconed.org/econchallenge

David Ricardo Division

- [Microeconomics Test](#)
- [Macroeconomics Test](#)
- [International and Current Events Test](#)
- [Critical Thinking Round Question](#)

Adam Smith Division

- [Microeconomics Test](#)
- [Macroeconomics Test](#)
- [International and Current Events Test](#)
- [Critical Thinking Round Question](#)

Other Resources

- [Critical Thinking Round Team Instructions](#)
- [Critical Thinking Round Scoring Rubric](#)



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STUDENTS' GUIDE

NATIONAL ECONOMICS CHALLENGESM (NEC)

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STRUCTURE OF PROGRAM:

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The National competition includes written multiple choice tests, a critical thinking case study round and a quiz bowl round.

FORM A TEAM FOR THE NEC COMPETITION!

- Create a team of 4 students.
- Check in which of the two divisions your team should compete, reviewing the [2018 Rules and Eligibility](#).
- Ask your teacher or coach to register your team in a state competition. To find one visit the Economics Challenge Website at www.councilforeconed.org/econchallenge.
- Prepare using all new [sample tests](#) online.
- Register and participate in a state competition.
- State winners advance to participate in the National Semi-Final April 24, 2018*.

STATE WINNERS ADVANCE TO SEMI-FINALS

Continue studying and practicing with your team and get ready for the Semi-Finals on April 24, 2018*:

- Submit the 2018 Student Registration Form.
- Ask your coach the location and time of the Semi-Final exam on April 24, 2018*.
- Take a pencil to the Semi-Final exam.

TOP 8 SEMI-FINALISTS ADVANCE TO FINALS

The top 8 scoring teams of the National Semi-Finals will be invited to New York City to compete in the Finals of the National Economics ChallengeSM (May 19-21, 2018.)

DATES TO REMEMBER

State Economics challenge: Fall and/ or spring

National Economics ChallengeSM:

Semi-Finals April 24, 2018*

Finals May 19-21, 2018 in NYC

INCENTIVES

Cash prizes are awarded to the National Finalists and their coaches.

*Schools that are on spring break on 4/24/18 will test on 4/19/18, please notify your state coordinator by 4/1/2018 if your team would require early testing.

For more information visit:
www.councilforeconed.org/econchallenge



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2018 National Economics ChallengeSM Rules and Eligibility

These rules apply only at the National Semi-Final and National Final levels. For rules and eligibility at the state level, please contact your local Challenge coordinator. Visit the Council for Economic Education's (CEE) for more information: www.councilforeconed.org/econchallenge

A. GENERAL STRUCTURE

1. Team Divisions

- a. There will be two divisions: David Ricardo and Adam Smith.
- b. The David Ricardo division includes teams of students currently or previously enrolled in one general economics course (or less), or courses which include introductory economic concepts (social studies, business, personal finance, etc.). The course must be taught by a secondary teacher. Students who have never taken an economics course are eligible to compete. Students may only participate in the David Ricardo division one time.
- c. The Adam Smith division includes teams of students, currently or previously, enrolled in Advanced Placement (AP Micro, AP Macro, or AP Micro and Macro), International Baccalaureate (pre-IB and IB), honors, two courses, or any other advanced courses in economics (including courses taught by a secondary teacher where students earn college credit). The course must be taught by a secondary teacher. Students may participate in the Adam Smith division multiple times.
- d. Any team consisting of one or more students enrolled in a course listed in A.1.c. must compete in the Adam Smith division.
- e. Teams shall only compete against other teams in their own division.

2. Team Composition

- a. Teams shall be comprised of no more than four (4) members.
- b. Competing with only three (3) members, if necessary, is possible and permissible.
- c. All members of a team must be from the same public school, private school, community organization or club, or afterschool program. This means that students from different schools are eligible to be on the same team, if they are all part of one of the groups mentioned in this section (A.2.c). Home-based high school students may join teams of any of the groups mentioned in this section (A.2.c) or may start a team with other home-based high school students in their state.
- d. A team which qualifies for the national semi-final and/or national final competition may reconstitute the members of its team prior to the competition. Teams must, however, meet the team composition conditions in A.2., and students must meet the general



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student eligibility conditions in A.3., as well as, the eligibility conditions for the division in which the team qualified (see A.1.).

- e. All teams must have a coach, who is an associate (e.g. employee or volunteer) of the team school, organization, or program, and who is fit to accompany students, should the team advance to the finals.

3. Student Eligibility

- a. Students must be enrolled for credit in a qualifying public high school, private high school, or home-based high school course (see A.1.b and A.1.c.) at some time during the current academic year.
- b. Students who have taken or are taking economics courses for college credit from a post-secondary instructor are not eligible to compete.
- c. Students who have taken more than one semester of economics at any time must compete in the Adam Smith division.
- d. No student is permitted to compete in the David Ricardo division more than one year. Any returning student who has already participated in the National Economics ChallengeSM (at the state-level or higher) must compete in the Adam Smith division in subsequent years, regardless of previous or current coursework.
- e. Home-schooled students must compete in the Adam Smith division.

4. Rules Committee

- a. There shall be a rules committee comprised of State coordinators, representatives from the Council for Economic Education (CEE), and one state Council or Center representative appointed by CEE.
- b. The rules committee shall only be responsible for rules compliance at the National Semi-Final and National Final level competitions.
- c. Questions and grievances should be sent to the chair of the rules committee.

5. All decisions of the rules committee are final.

B. CONTEST FORMAT NATIONAL SEMI-FINALS

1. Each state participating in the National Economics ChallengeSM will identify a state champion for each division, which will represent the state at the National Semi-Final level.
2. The National Semi-Final will be a series of written tests held within the time frame of 2–5PM EST at the schools or organizations of all state champions on Tuesday, April 24, 2018* (*schools that are on spring break on 4/24/18 will test on 4/19/18, please notify your state coordinator by 4/1/2018 if your team would require early testing). Principals or administrators



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at state champion schools and organizations should work with State Coordinators to identify a test room and a proctor, and to affirm in writing that test conditions were conducive to ensuring fair results.

3. There will be four rounds of competition in the National Semi-Finals for each division:
 - a. Rounds I-III will be 20-minute rounds with 15 four-option, multiple-choice questions in each round.
 - b. In Rounds I-III each member competes individually; the team score in each of the first three rounds is the sum of the top three individual scores.
 - c. In Round IV, members compete as a team and submit one answer sheet. The format will be the same as the first three rounds: a 20-minute round with 15 four option, multiple-choice questions. The score on the Round IV test will be multiplied by three so that this round is weighted equally with each of the first three rounds.
 - d. Each division shall have its own set of tests for these rounds.
4. The content covered in Rounds I-III is as follows: Round I - Microeconomics; Round II - Macroeconomics; Round III – International Economics and Current Events. The content covered in Round IV will be drawn from all topics in economics.
5. Scoring in all rounds is based on the following system: +10 points for each correct response, 0 points for each incorrect response, and 0 points for no response.
6. The top eight scoring teams in each division at the National Semi-Final level will be invited to compete in the National Finals, to be held in New York City, May 19 - 21, 2018
7. In each division, the first tie-breaker for placement at the National Semi-Final level is the team score in Round IV. The second tie-breaker is the total team score in Rounds I–III, counting the scores of all four team members. In the event of a continued tie, the team with the member who has the highest total individual score will advance, with subsequent team member scores used if both teams have an equivalent highest individual score.

C. CONTEST FORMAT NATIONAL FINALS

1. The top eight scorers in each division of the National Semi-Finals will be invited to compete in the National Finals. All teams will begin the Finals with a score of zero, i.e. scores from the National Semi-Finals round will not accrue to the Finals.
2. There will be four preliminary rounds of competition (Rounds I-IV), with the two highest scoring teams from each division advancing to compete for 1st/2nd place in the quiz-bowl round (Round V). The remaining two teams begin with a score of zero. Each division shall have its own set of tests for all rounds.
3. Rounds I-III will be 20-minute rounds with 15 four-option, multiple-choice questions in each round. In Rounds IIII, each member competes individually. The team score in each of the first



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three rounds is the sum of the top three individual scores. The content in Rounds I through III is as follows: Round I - Microeconomics; Round II - Macroeconomics; Round III – International Economics and Current Events.

4. Scoring in Rounds I-III is based on the following system: +10 points for each correct response, 0 points for each incorrect response, and 0 points for no response. The team score is the sum of the top three individual scores in each round.
5. In Round IV, members compete as a team to develop an analysis to a case problem. Teams will present their solutions to a panel of judges, who will assign each team a score based on: completeness of response; economic analysis and insight; background knowledge; and presentation.
6. The scores from Rounds I-IV will be accrued to determine the two top scorers, who will advance to Round V.
7. Round V is an oral quiz-bowl covering all topics in economics. The two highest scoring teams from each division after Rounds I-IV advance to Round V and compete to be awarded National Champion and National Runner-Up for their division. Teams with the third and fourth highest scores after Rounds I-IV will not advance to an additional round, but will be awarded National third and fourth place.
8. The first tie-breaker for placement and advancement to the Round V quiz bowl is the team score in Round IV; the second tie-breaker is the total team score in Rounds I-III, counting the scores of all four team members. In the event of a continued tie, the team with the member who has the highest total individual score will advance, with subsequent team member scores used if both teams have an equivalent highest individual score.
9. At all points throughout the Quiz Bowl
 - a. Any team member may buzz in at any time while a question is being read; however, should they buzz in before the entire question has been read, they will have to answer based solely on the information they have heard up to that point.
 - b. The individual that buzzes in serves as the spokesperson for the question, and is the only person from whom a response can be given.
 - c. One point is awarded for each question answered correctly by a team.
 - d. If an incorrect answer is given, the opposing team has the opportunity to hear the entire question and then have 15 seconds to respond.
 - e. Teams found to be “blitzing” by providing an excessive amount of information in response to a question will have their answer declared incorrect.
10. If a team member buzzes in before the entire question is read...
 - a. he/she will have 5 seconds to answer based solely on the information heard up to that point.
 - b. ...conferring with team mates is not allowed.
11. If a team member buzzes in after the entire question is read...



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- a. ... the team has 15 seconds to confer with team members and have a response given by its spokesperson.
12. Round V is over as soon as one team leads by more points than there are questions remaining.
- a. A maximum of 30 questions will be asked.
 - b. In the event of a tie after 30 questions, the first team to correctly answer a tie-breaking question will be declared the winner.
13. Use of Support Materials
- a. The use of books, notes, calculators or other support materials is not allowed during the competition.
 - b. Students will be provided a pencil and a piece of scratch paper in all rounds.