



# INVASIVE SPECIES

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1. **DESCRIPTION:** This event will test student knowledge of invasive species in local and national ecosystems.

**A TEAM OF UP TO:** 2

**APPROXIMATE TIME:** 50 minutes

2. **EVENT PARAMETERS:**

Each **team** may bring one 3-ring binder (any size) containing pages of information in any form from any source. The pages must be punched and inserted into the rings (sheet protectors are allowed). \*Note: Currently there is no field guide that includes all of the invasive species. In preparation for this exam students should consider preparing a resource binder based on invasive species on the **Official List** and those identified by their state or regional director **by November 1st**.

3. **THE COMPETITION:**

- a. Each team will be given an answer sheet on which they will record answers to each section.
- b. The competition may be run as stations and/or as a PowerPoint presentation.
- c. Specimens/pictures will be lettered or numbered at each station. The event could include live and preserved specimens, skeletal material, recordings of songs, and slides or pictures of specimens.
- d. Participants should be able to do basic identification to the level indicated on the Official List. States may have a state or regional list. See your state web site. No more than 50% of the competition will require providing common or scientific names.
- e. Each specimen/picture will have one or more questions accompanying it on some aspect of its life history, distribution, anatomy and physiology, reproduction, habitat characteristics, ecology, diet, behavior, history, control methods, laws and regulation.
- f. The ecology questions may pertain to any ecological aspect of the species, including invasive behavior, habitat, niche, trophic level, or adaptive anatomy.
- g. The National competition will be based on **National Invasive Species Official List**.

4. **SAMPLE QUESTIONS:**

- a. Place in-order the life cycle pictures of a zebra mussel.
- b. Which invasive plant (common name) is also a problem host for soybean aphids? (Common Buckthorn)
- c. Which genus of trees is threatened by the *Agrilus* genus in America? (*Fraxinus*)

5. **SCORING:**

Points will be awarded for the quality and accuracy of responses. High score wins. Ties will be broken by the accuracy and/or quality of responses to several pre-identified questions.

**Recommended Resources:** All reference and training resources including the **Bio/Earth CD (BECD)** are available on the Official Science Olympiad Store or Website at [www.soinc.org](http://www.soinc.org) There is no universal field guide to the invasive species of the United States - see <http://www.invasivespeciesinfo.gov/unitedstates/>

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