

# **INFORMATION FOR IESA CHESS COACHES**



**AN INFORMATIONAL MANUAL FOR DEVELOPING  
SCHOLASTIC CHESS PROGRAMS**

Revised for the Illinois Elementary School Association  
from Illinois Chess Coaches Association materials

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*Materials in this booklet assembled from a variety of sources.  
Original materials authored by Ken Lewandowski and Mike Zacate*



At the June 19, 2009 meeting of the IESA Board of Directors, the recommendation from the Emerging Activities Committee was approved concerning a competitive chess championship. Chess became an IESA competitive activity in the 2010-2011 school year. Nicole Schaeftbauer, Associate Executive Director, currently oversees the chess competition for the IESA. The materials contained herein are designed to assist in developing a chess program in your school.

K Q L N R P R N L Q K

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# BENEFITS OF PLAYING CHESS

The high tech work force for the 21st century will be dominated by chess players, not football players."

-Dr. Tim Redman, The University of Texas at Dallas

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- Chess is a game for people of all ages. You can learn to play at any age and in chess, unlike many sports, you don't ever have to retire. Age or disability is also not a factor when you're looking for an opponent—young, old, or disabled can play one another.
- Chess develops memory. Many players memorize different opening variations and end game situations. Players also learn to recognize various patterns and remember lengthy variations.
- Chess improves concentration.
- Chess develops logical thinking. Chess requires some understanding of logical strategy. For example, you will learn the importance of bringing your pieces out into the game at the beginning, to keep your king safe, not to make weaknesses in your position or blunder away your pieces. Mistakes are inevitable and chess, like life, is a never-ending learning process.
- Chess promotes imagination and creativity. It encourages you to be inventive.
- Chess teaches independence. You are forced to make important decisions influenced only by your own judgment.
- Chess develops the capability to predict and foresee consequences of actions.
- Chess inspires self-motivation. It encourages the search of the best move, the best plan, and the most beautiful continuation out of the endless possibilities. It encourages the everlasting aim towards progress.
- Chess shows that success rewards hard work. The more you practice, the better you'll become. You should be ready to lose and learn from your mistakes. One of the greatest players ever, Capablanca, said, "You may learn much more from a game you lose than from a game you win. You will have to lose hundreds of games before becoming a good player."
- Chess develops the scientific way of thinking. While playing, you generate numerous variations in your mind. You explore new ideas, try to predict their outcomes and interpret surprising revelations. You decide on a hypothesis, and then you make your move and test it.
- Chess and Mathematics. Chess involves an infinite number of calculations, anything from counting the number of attackers and defenders in the event of a simple exchange to calculating lengthy continuations. And you use your head to calculate, not some machine.
- Chess and Art. In the Great Soviet Encyclopedia chess is defined as "an art appearing in the form of a game." If you thought you could never be an artist, chess proves you wrong. Chess enables the artist hiding within you to come out. Your imagination will run wild with endless possibilities on the 64 squares. You will paint pictures in your mind of ideal positions and perfect outposts for your soldiers. As a chess artist, you will have an original style and personality.
- Chess and Psychology. Chess is a test of patience, nerves, will power and concentration. It enhances your ability to interact with other people. It tests your sportsmanship in a competitive environment.
- Chess improves schoolwork and grades. Numerous studies have proven that kids obtain a higher reading level, math level and a greater learning ability overall as a result of playing chess. For all those reasons mentioned above and more, chess playing kids do better at school and therefore have a better chance to succeed in life.
- Chess enables you to meet many interesting people. You will make life-long friendships with people you meet through chess.
- Chess is inexpensive. You don't need big fancy equipment to play chess.
- Chess is safe. Competitive chess does not result in injuries or death.

# TO THE CHESS COACH

Congratulations! You have embarked on an undertaking that will be rewarding and exciting. Not only will you be a teacher, you will be a role model than can affect students far more than in a classroom. New to chess? Then you'll be learning along with your students. Maybe you'll even learn from them. You most certainly will learn a lot about them. In time you are likely to discover, as others have, that you remember the students in your chess program better than from your classroom.

There are also practical benefits such as tax deductions. No doubt you are aware that supplies you buy for your classroom, dues you pay for teacher organizations, tuition for courses and textbooks are all tax deductible. While employed as a chess coach, tax deductions also apply to chess related expenses that include instructional materials, entry fees to tournaments, and memberships in chess organizations. Of course, always check with your tax consultant.

Beginning programs are often attractive to students; but, keeping students aware of the program will maintain enthusiasm and keep replacements joining as students graduate. Be sure students know there is a chess team and how to become part of it. Putting up posters and school wide announcements is a common way to begin. Some schools have activity fairs where you can introduce your program to incoming students. At some schools a corner in the lunch room or a place in the library during lunchtime may be used to expose students to your program with simultaneous play against you or a member of the team. An open opportunity to play chess during lunch is used by many coaches to generate student interest.

Actively recruiting individual students is also useful. While it is obvious to recruit intelligent, confident and competitive students don't neglect reaching students who are shy or lack confidence. Individuals with greater spatial relations ability, whatever their school grades, learn chess quickly. Target all students as anyone can learn chess. A patient teacher can enable special education students to become contributing and successful team members.

Chess programs that limit themselves only to interschool activities generally lose the interest of students. Playing the same individuals can become boring and makes it difficult to tell when one is improving. Competition with students from other schools not only provides a change in opponents but also makes it desirable for your better players to help the less talented player improve. When embarking on interschool competition, it is vital to keep your parents and administration well informed. Be sure all concerned are well informed of activity times and parent slips (or information sheets) are completed for events at other locations

Provide a variety of experiences for students when they attend chess. A schedule of programs besides open chess play is important for maintaining interest and improving skills. Games between students can be varied by allowing different amounts of time per game, requiring certain openings to be used, starting the contest with a partially played game, or playing out an end game. The program can also include such activities as:

- Openings instruction
- End Game instruction
- Going over games
- Guest lecturer
- Ladder 'king of the hill'
- Middle Game tactics
- Solving Problems
- Solitaire chess
- Blitz
- Use of software
- Instructional videos

It is especially important to challenge your best players to keep them interested and motivated. Some of the successful activities used by other coaches include:

- Instructing others
- Give Pawn or more odds
- Give a Simul
- Blitz with less time than opponent
- Play opponent Blindfolded

Students need to learn and take notation. Teaching and learning this important tool is easy and quickly achieved. Accurate notation sheets enable the player and coach to review play and learn how to improve. Remind players there is more to be learned from a loss than from a win.

# CLASSROOM CURRICULUM SOURCES

A number of resources are available to provide systematic instruction on a group of individual basis that can take less than an hour no more than once or twice a week. Some schools even have chess as part of the school curriculum.

## HIGHLAND PARK CHESS CLUB

*Curriculum for Beginners and Intermediate* by Jerry Neugarten

Free download (36 pages) at <http://hpchess.org/hpcwp/wp-content/uploads/2013/01/Curriculum-1-25-10.pdf>

It was started as a list of topics to be taught in a sequence that Mr. Neugarten thought made sense. Over the years additional new sections have been added. Phillip Yontez gave it a careful edit, added some additional sections and improved the diagrams. Kept as short as possible, it covers all the basics. Combined with game reviews, it contains enough material for approximately fifty 45-minute lessons aimed at grades K-8, sufficient to fill a school year for a club meeting twice a week. The authors have used uppercase and bold to emphasize prompts and reminders for coaches as well as points of special importance.

## CHESS EDUCATION PARTNERS

The curriculum manual (with supporting exercises and guides) developed by Zack Fishman is available for purchase. Any certified teacher, even without chess experience, can competently use this program successfully.

Contact Zack Fishman at Phone: (312) 927-4290 Email: [Chessteachers@aol.com](mailto:Chessteachers@aol.com)

## THINK LIKE A KING PROGRAM

<http://www.schoolchess.com>

Food For Thought Software, Inc. P.O. Box 100

Highland Park, IL 60035

Phone 847-433-6515

A comprehensive software system that lets schools or families utilize chess to help kids build the critical thinking skills they'll need for learning ... and for life. At school, it's an entire system that addresses all the needs of a chess club, from teaching to motivation to management. The program provides any school a chess program even without a chess teacher. At home, the engaging interactive chess tutorials make learning chess easier and more fun than ever. You'll find everything you need to help your kids become better chess players and better thinkers. It's like having a personal chess tutor on call 24/7.

## AMERICA'S FOUNDATION FOR CHESS

608 State Street S Suite 110

Kirkland, WA 98033

Phone: 1-866-973-2342 <http://www.af4c.org>

Illinois Contact: Nicole DiMartino [nicole@af4c.org](mailto:nicole@af4c.org)

America's Foundation for Chess developed the program First Move, which uses chess as a learning tool to teach higher level thinking skills, advance math and reading skills, and build self-esteem in students. The First Move program was professionally designed, maps to State Standards for 2nd and 3rd graders, and is fun and easy to teach. First Move uses chess as a learning tool in 2nd and 3rd grade classrooms to teach critical thinking, social skills and overall academic achievement.

# AFTER SCHOOL CHESS INSTRUCTION PROVIDERS

Many schools provide after school opportunities for students that include chess. To have this time be more than simply the opportunity to play, services are available that provide chess instruction. Instruction can also be provided by faculty or local chess players using their own materials or curricular materials available online such as those listed on page 6 and 8.

## Illinois Chess Teachers

Chicago Metro area

Phone: 630-204-6245 [blair@illinoischessteachers.com](mailto:blair@illinoischessteachers.com) <http://www.illinoischessteachers.com/>

Illinois Chess Teachers was founded by professional chess teachers Paul Raso and Blair Machaj with the goal of sharing the benefits of chess. They have years of experience teaching and coaching thousands of students and have designed a program to meet the specific needs of every individual student. They developed a detailed curriculum for chess players ranging from beginners to experienced tournament players.

## Renaissance Knights Chess Foundation

Chicago & Chicago Metro area

P.O. Box 1074 Northbrook, IL 60065

Phone: 773-844-0701 [david.heiser@renaissanceknights.org](mailto:david.heiser@renaissanceknights.org) <http://www.rknights.org/>

Renaissance Knights teachers have been teaching chess to kids in Chicago area schools for many years. Each of their chess instructors passed an in-depth background check, attended Protect Gods Children Course and are trained to make chess fun! The goal is to help the children build a love for the game of chess while helping them develop academic & life skills. They have partnered with the Kasparov Foundation to utilize their three-volume curriculum, titled Teaching Chess Step by Step. The materials take into account children's educational psychology, the importance of entertainment in the learning process, as well as the methodology of professional chess training and its impact on students' academic and life skills.

## Chess Education Partners

Chicago & Chicago metro area

Phone: 312-927-4290

[Chessteachers@aol.com](mailto:Chessteachers@aol.com)

Chess Education Partners will provide a complete chess education solution to meet the needs of your scholastic chess program. We provide professional chess instructors, a comprehensive curriculum and home study materials. Their instructors have years of experience teaching scholastic chess to beginners, intermediates, and experts. They use a question and answer format to encourage children to participate and form their own ideas. Their lessons are entertaining and challenging. Beginners learn the fundamentals of the game. Experienced players learn essential strategies and tactics necessary for successful, winning chess. Lessons provide balanced instruction under supervised chess play. They believe that children need to apply their new skills immediately in order to integrate them into their own chess. By playing with their friends, and instructors, students are able to retain, and use, chess concepts after the lessons. Chess Education Partners teaches chess classes for community groups, youth organizations and neighborhood youth chess clubs. The program is designed for community organizations that provide extracurricular and enrichment programs for children and teenagers. These programs include park districts, scouting troupes, church and synagogue youth groups, and home schooling groups. Chess is a wonderful enrichment activity offering children an arena in which to succeed. Chess can become meaningful and rewarding to children who enjoy sports, art and intellectual pursuits, yet it can also bring great rewards to those children who have not yet found their niche.

## Chess Wizards

Chicago & Chicago metro area

Phone: 866-949-4-FUN (1-866-949-4386)

<http://chesswizards.com/site/location/view/chicagoland>

Our innovative program creates an atmosphere conducive for chess learning while never forgetting our commitment to making chess fun for children. By putting an emphasis on the individual needs and progress of each student we ensure a completely unique way of introducing your child to the world of chess. Our programs are known for their success in helping children build a vast array of skills; ranging from development in concentration, logical thinking and even mathematical performance. Our staff includes internationally recognized chess players as well as education professionals who will cater to your child's chess needs. The adaptive Chess Wizards program is designed for all levels of young chess players. Chess Wizards has been featured in several Chicago area newspaper articles and WGN. The Hallmark National Network made a documentary on the impact the Chess Wizards has made on the community. If you would like to get a copy of any of these publications please contact us at [office@chesswizards.com](mailto:office@chesswizards.com)

# CHESS WEBSITES

## INFORMATION, INSTRUCTION, PRACTICE

### ORGANIZATIONS

<http://www.iesa.org/activities/chs>

Illinois Elementary School Association (IHSA): An organization of Illinois elementary schools that organizes and runs the IESA Chess Championship in February each year. Included at the site is a Documents & Links tab that provides IESA Chess rules and the IESA Terms and Conditions.

[www.il-chess.org](http://www.il-chess.org)

Illinois Chess Association (ICA): The Illinois state affiliate of the USCF. Sections of the site accessed from the left hand column are especially for the scholastic community under EVENTS and the YOUTH CHESS section.

[www.uschess.org](http://www.uschess.org)

United States Chess Federation (USCF): Governing body for chess in the United States. News and information.

<http://www.ilchesscoach.org/>

Illinois Chess Coaches Association (ICCA): An organization primarily for Illinois high school coaches that provides information to coaches and players on schedules, results, ICCA ratings, and clinic materials.

### INSTRUCTION

[www.illinoisscholasticchess.org](http://www.illinoisscholasticchess.org)

Illinois Scholastic Chess (Renaissance Knights): Especially useful is the Handouts tab in left column.

<http://www.logicalchess.com>

Huntsville (AL) Chess Club: Click SCHOLASTICS tab at the top

<http://www.chesskids.com/kidsgames.shtml>

Free site. Must sign up with a username, password needed. Instructional play on fundamentals

<http://www.chess.com>

Instructional. Not just diagrams. Can see the pieces move. Video instruction. Sign up not required

<http://www.chesscorner.com>

Chess Corner: Games, instruction, reviews (books, videos, software), play on-line, quotes, etc.

<http://www.intuitor.com/chess>

Basics

### SOURCES FOR MATERIALS

[www.wholesalechess.com](http://www.wholesalechess.com)

<http://www.chessset.com/>

[www.chesshouse.com](http://www.chesshouse.com)

[www.thechessstore.com](http://www.thechessstore.com)



# EQUIPMENT

## SETS AND BOARDS

Buying several as a package ensures size match between pieces and sets; Strongly recommended is a unit known as the Club Set. King should be about 3" ¾ tall with pieces black and ivory in color. Board square size should be about 2" 1/4. Square color most common in tournaments is Green and Ivory. Typical cost about \$17 for a set, board, and bag for pieces combination.

## CHESS CLOCK

Buy only digital clocks that are easy to set capable of standard time delay. It is useful for the clock to also be able to use increment (also called Fisher or Bonus) time control.

Best Buy	Game Timer II by Excalibur: Only clock endorsed by the USCF. It is easy to set with presets explained on clock, highly flexible, sturdy clock (\$30-\$45).
Best Clock	Any in the Chronos series are excellent; however, they are the most expensive (\$85-\$120), no setting instructions on clock, and most likely to be stolen.
Highly Popular	Saitek clocks. The larger series (\$40-\$70) has instructions on clock but still difficult to learn to set. Less expensive Competition series (\$30-\$50) does not have enough settings for all scholastic uses. Not all Saitek clocks have same capabilities.
Low Cost	Beware clocks costing less than \$30 as they tend to have few settings and no setting instructions on clock. Their smaller size makes them easy to misplace and lose.

## DEMO BOARD

Invaluable as a tool for instructing more than 3 or 4 at a time. Cost ranges from about \$20 to \$75. The type of pieces and method of holding to the board is the main factor in cost. Making your own is also possible.

## COMPUTER SOFTWARE

A variety of instructional software packages are available.

The interactive ability accompanied by some with text or sound make these more interesting and easier to understand than books. General programs include: *Deep Tactic*; *Chess Endgame Training*; *Chess School for Beginners*; *Chess Tactics for Beginners* Also available are programs on specific openings and tactics. Programs cost from \$10 to \$100.

## DVDs

Besides inspirational ones like "*Searching for Bobby Fisher*," "*Brooklyn Castle*," and "*Knights of the South Bronx*," about true events, excellent instruction from outstanding teachers and exceptional players are abundant. Be sure to choose one with clear English. Good choices include *Chess Starts Here* (Waitzkins & Pandolfini) and Susan Polgar's series *Winning Chess the Easy Way*.

## BOOKS

An incredible variety and number of resources are available for information and instruction. Getting students into them is not as easy as software and DVD materials. Nevertheless having a selection available for students and teachers can be valuable.

Teaching Chess in the 21 <sup>st</sup> Century	(Todd Bardwick)
Chess Tactics for Students	(John Bain) -- Teacher's Edition also available
Chess Workbook for Children	(T. Bardwick)
Understanding Chess Move By Move	(Nunn)
Logical Chess Move By Move	(Chernev)
The Ideas Behind The Openings	(Ruben Fine)
Chess Endings...Essential knowledge	(Y. Averbakh)
Solitaire Chess	(Bruce Pandolfini)
The Chess Tactics Workbook	(Al Woolum)
Chess Exam and Training Guide	(I. Khmel'nitsky)
Rate Your Own Chess	(F. Bloss)

# BEFORE YOUR FIRST TOURNAMENT

## A. TYPES OF TOURNAMENTS

### INDIVIDUAL

Players are paired and compete individually with no team scores calculated.

EXAMPLE: ICCA Junior (Grade 11) Championship

### INDIVIDUAL/TEAM (COMBINED)

Players are paired and compete individually. Any number of individuals from a school can enter the tournament. The scores of the individual players are added together (using only the highest 4 or 5) to create a team score.

EXAMPLE: Knights of the Square Table, IESA Chess Championship

### TEAM

You determine a board order for your players (usually between 4 and 8). Your players sit next to each other, in board order, across from the opposing team. The boards are often 'weighted' with First Board worth more points than second, etc. The teams are paired in the same manner as individual players in the above types of tournaments. In most team tournaments, the players cannot switch boards during the tournament once the board order is official. Direct substitution is permitted.

EXAMPLES: Evanston Team, IHSA Chess Team Championship.

### BOARD SWISS

You determine a board order for your players (commonly 5). Each of the board positions becomes a separate individual tournament. The scores for each board position are then added together to create a team score.

EXAMPLE: ICCA Frosh-Soph Ind/Team Championship

### ROUND ROBIN

Every player in the event plays every other player. Most tournaments have too many entrants to use this method, but it is commonly used for constructing conference schedules.

### QUADS

Tournament entrants are divided into groups of four and play a round robin. Commonly the groups are determined by playing strength (highest rated 4 in top group, etc.).

### OCTETS

Tournament entrants are divided into groups of eight and play a three round Swiss. Commonly the groups are determined by playing strength (highest rated 8 in top group, etc.).

### CLASS

Players are divided into groups by playing strength (rating) and only play those in the same class. Players are paired and compete individually. The classes may also be by school size, age, or year in school.

EXAMPLE: ICA Illinois All Grade

### TERMS TO DESCRIBE SUBDIVISIONS OF A TOURNAMENT:

OPEN SECTION - Individuals not permitted to compete in the tournament as described (such as adults or 8th graders at a high school tournament) may play in a separate section from the featured event. If a school has ten players available for an 8-board team event, the 'extra' two players might be able to play in a separate section from the featured event.

CLASS PRIZES - Although all entrants compete with each other, after the all-tournament awards have been determined, additional awards are presented based on a common characteristic. The characteristic may include rating, school size, age, or year in school.

### WHO PLAYS WHOM: PAIRINGS

RANKING, RATING, RANDOM, OR SEEDING - Entrants are arranged in a sequence each round. Most commonly, whatever order (pairing number) is assigned for the first round is kept throughout the tournament (variations are possible).

ROUND ROBIN - See above

SWISS SYSTEM - Players with the same score (or as nearly as possible) play each other. Players are divided into score groups. Players are arranged in order of original ranking in each score group. The group is divided into two equal halves. The top half plays the bottom half (player #1 would play #6 in a score group of 10 players for example). The need to balance other factors such as an uneven number of players in a score group, trying to alternate color, not playing same color three times in a row, never playing the same player in the same tournament, avoid playing team mates (or from the same conference), etc. causes departures from the description.

ACCELERATED SWISS - The purpose of using this variation is to handle very large tournaments. It results in players being matched to their own strength sooner having the effect of playing an extra round.

## **B. BEFORE THE TOURNAMENT**

- Read the invitation so you understand the tournament format. Pay careful attention to check-in times, time controls, registration forms, entry fees and starting time. Each tournament is slightly different.
- During the early weeks of your club, try to determine the relative strength of your players. This can be done informally or formally with a club tournament or ladder system. It can be worthwhile to let your players have some input into this decision but always reserve the final ranking for yourself.
- Be sure your players know how to take notation and use a chess clock. Club tournaments and blitz are good for this. Be sure they know when and where to meet. Equally important, be sure parents are informed as to when they will arrive home from the tournament. Too many coaches have had grief because parents had a different impression or information. Set up a phone tree to let parents know an arrival will be later than expected if a significant delay occurs. Saturday tournament awards may last until 7:00 pm and players may not get back home until after 10:00 pm. Parents of pre-high school, freshmen and females especially need to be well informed.
- Clearly label your equipment; especially clocks. Expect to supply all equipment for at least 1/2 of your players. Make players responsible for returning equipment they use.
- Review the IESA rules for chess etiquette and knowledge. Let one of your players go over the rulebook and serve as an expert for the team (In particular, know the draw rules, time control rules, use of the clock and how to summon stewards.).

## **C. AT THE TOURNAMENT**

- Stake out an area for your players to gather for skittles, meals and to store coats, bags etc. Be sure everyone knows where you will be.
- Make lunch arrangements early in the day. If the players are on their own, be sure they know it in advance. If you are going to bring food to the site, collect money early and ask the locals for suggestions.
- At nearly every tournament, equipment and personal items are left behind. At too many events, teams report equipment and personal items missing. Often the materials are misplaced that materials are also stolen. Clearly identify your equipment and have an area where someone will be able to maintain security on team and personal items.
- When they are posted, carefully check the results charts for accuracy. This includes your board order, spelling of names, grade level, gender, correct opponents and especially scores. No one makes mistakes intentionally but they do happen. Be sure to keep your own records.
- Once the round starts, your players can only observe games from behind a teammate. There is no reason for players to talk or pass notes to one another. If permitted, they can only consult you about team score, draw offers and meals. If communication is permitted it will most often be in writing on a form submitted to a steward. Some tournaments do not allow coaches in the playing area at all. No one can comment on any game, illegal moves, unnoticed checks, a clock not punched or anything else.
- Be sure your players know how to identify stewards and how to summon them for questions or a ruling.
- Keep aware of how your team is doing, who's done, winning, losing, etc. There may be a ruling applied to a match that you will want to hear about and, if necessary, appeal. Generally a player must initiate an appeal, but there are some cases when a coach may. Bring a rulebook with you. Be extra alert toward the end of the game when rapid moves often lead to arguments. Even if you are not an 'expert', your presence supports your players.

## **D. AFTER THE TOURNAMENT**

- Count and check your equipment before you leave the playing site.
- Send appropriate announcements of your participation to school officials, parents, newspaper etc. Emphasize the positive.
- At practices with your players, go over their games. Have them explain what they were planning, what they were thinking, etc. If a game looks interesting, send a copy to ICB and/or the ICCA. It might get published online.

# PROCEDURES AND DECORUM

It is the desire of the organizer, tournament director, and fellow participants that you have a challenging and enjoyable experience. In order for all to have such an experience, there are a number of procedures to follow and a proper decorum to allow the best competition to occur. Knowing about and following common procedures goes a long way towards your experience being smooth and pleasant.

Upon arriving at the tournament site, first complete the registration/check-in process. While the registration/check-in process varies from organizer to organizer, by the time it is completed you will have provided the names and information of each of your players, paid the entry fee, and received information concerning the tournament. Generally you will have received a copy of the registration form before the event. Before starting the registration/check-in process, be sure you have the information you need from all your players including in what section and/or board position they will participate.



Following registration/check-in, there will be a period of time until the first round is ready. During this time you are expected to not enter the playing area but go to the 'skittles' area or a team room. In chess, skittles is a term identifying a casual or "pick-up" game that does not count as part of the tournament. A skittles room is where one goes to play for fun, go over games, get concessions, do homework, or relax while waiting for the next formal match.

When the first round is ready, the pairings will be announced. At some events coaches will be summoned and given a list of the pairings. At most events the pairings will be posted in one or more locations and participants will be responsible for learning their pairing. The pairings tell what board number and color pieces you are assigned and some information about the opponent.



When chess sets and boards are not provided, the player assigned Black pieces (by rule) provides the board, set and digital clock. Each player needs a writing implement. A notation sheet (required) will be available to each player in a supplied set of materials or in a stack near your playing location. Players are also allowed to use their own (such as in a binder for that purpose).

When your game is finished, report the result of your game as instructed by officials at the beginning of the tournament. When your game is finished either set the pieces up on the board for the next round of play (when provided by tournament) or quietly pick up the set and pieces and leave the playing area. Each player is to report the result— together is the best procedure. Return to the skittles area to await the next round (or awards ceremony).



Results and standings will be posted as soon as possible after all games of a round are completed usually near the location where the pairings are posted. It is important that you check the posted results for accuracy. Promptly report any discrepancies to your coach and/or a tournament official.

Notation is required - learn fast if you don't know now, it's easy. Fourth graders and older must take notations in tournaments. Talking during a game is not permitted - not to your coach, not to a teammate, and only to your opponent as good manners and as the game requires. It is not required to say check. Touch move applies. Cell phones must be off. If it rings, 10 minutes off clock. If a cell phone is used or examined, forfeiture. Most tournaments do not allow eating during a game but will allow water and

sometimes other drinks. It is permitted to stand and even walk around and watch other games. If you need to use the restroom, be sure to let a tournament official know where you are going. Do not stay away from your game very long. Do not talk to anyone.



If you watch a game, it must be from behind (not across from or beside) a teammate. There is no talking while anywhere near a game in progress. Follow directions of the tournament officials. Repeated violations of the same rule/behavior can result in forfeiture, disqualification, or ejection.

# PREPARING YOUR PLAYERS

A person can play chess when they know how each of the six types of chess pieces move and the object of the game. Learning to play well requires learning more. As proficiency with rules, openings, and tactics increases success, enjoyment does also.

Before participating in a tournament, a player needs to have...

- Temperament to handle losing
- Ability to be a gracious winner
- Ability to sit quietly at the board - especially waiting for the opponent to move
- Ability to take notation
- Experience playing with a chess clock including short time controls

## CHECK-LIST TOWARD SUCCESS

The better your players know the following, the more success they will have. Make them the focus of instructional time. As individuals become skilled they can instruct those still learning.

- Relative numerical value of pieces
- Castling
- Promotion
- Checkmate is the aim, not capturing pieces
- Touch move
- Checkmate with K&Q v K
- Checkmate with K&2R v K
- Checkmate with K&R v K
- Able to promote the P with K&P (P not on ranks a or h) v K
- Recognize stalemate
- Draw under 50 move rule
- Draw under third repetition of position rule
- What a pin is
- What a fork is
- What a discovered check is
- When should I resign?
- How to be a spectator
- What skittles are
- En passant
- Valuable beginning moves (openings)
- Able to add two minutes to the time on one side of chess clock to be used

<http://www.logicalchess.com>

<http://www.chessvideos.tv>

<http://chess.about.com>

<http://www.chess-poster.com/index.htm>

# NOTATION

Only students below 4<sup>th</sup> grade might be excused from recording their chess game; but, even kindergarten students are seen recording their games accurately in national tournaments. The system can be learned in less than 5 minutes. It requires only a measure of discipline to do. Playing through your game with a coach, team mates, or an opponent is one of the best learning systems in chess and can only be done with accurate notation.

A variety of notation systems are in use. The most commonly used is Algebraic Chess Notation. The most popular system in the U.S. until about 1990 (and frequently encountered in used books and old magazines) was the Descriptive System. As the Algebraic System is faster to learn, it results in less confusion, has been shown to improve understanding of geometry and mapping skills, and because it is close to "computer notation," it is now used almost exclusively.

More information on chess notation is available at [http://en.wikipedia.org/wiki/Algebraic\\_chess\\_notation](http://en.wikipedia.org/wiki/Algebraic_chess_notation).

A player who refuses to take notation in competition is subject to time penalties followed by forfeiture. Without a reasonably accurate scoresheet, a player does not have the ability to make a number of claims that would otherwise enable them to win a game or to obtain a draw instead of a loss. Taking notation can also be used as a system to avoid making an ill-advised move. Deciding the move and then taking the time to record the move allows the player to look back at the board again to reconsider whether the move is the best under the circumstances before making it on the board (no longer permitted in FIDE play or when using an electronic notation system).

## HOW TO READ AND WRITE CHESS

There are many different ways to write chess moves. The most popular method (described below) is called *algebraic notation*. The main idea is that every square has a name like this:

**BLACK**

8	a8	b8	c8	d8	e8	f8	g8	h8	
7	a7	b7	c7	d7	e7	f7	g7	h7	
F	6	a6	b6	c6	d6	e6	f6	g6	h6
I	5	a5	b5	c5	d5	e5	f5	g5	h5
L	4	a4	b4	c4	d4	e4	f4	g4	h4
E	3	a3	b3	c3	d3	e3	f3	g3	h3
2	a2	b2	c2	d2	e2	f2	g2	h2	
1	a1	b1	c1	d1	e1	f1	g1	h1	

**R A N K**

It looks very complicated but it's not! Each square on a chessboard has a first name (a letter) and a last name (a number). The letter identifies a file (column) and the number identifies a rank (row). Now, the important part is to know how to identify the pieces you are moving. You just need to use a single capital letter:

**K = King: Q = Queen: R = Rook: B = Bishop: N = Knight: P = Pawn**

Notice that "P" is not always used. Chess players have agreed that a move without a letter — such as e4 — is understood to be a pawn move. Pay attention to the following symbols:

Symbol	Meaning	Symbol	Meaning
K	King	Q	Queen
R	Rook	B	Bishop
N	Knight	x	Captures
+	Check	++ or #	Checkmate
O-O	Castles King's side	O-O-O	Castles Queen's side

If you play in tournaments you will have to record the game so it is a good idea to practice as soon as you begin playing. You can also later go over your games to find out where you or your opponent made mistakes.

The moves are written in two numbered vertical columns like this:

- |           |         |
|-----------|---------|
| 1. f2-f4  | e7-e5   |
| 2. f4xe 5 | d7-d6   |
| 3. e5xd6  | Bf8xd6  |
| 4. g2-g3  | Qd8-g5  |
| 5. Ng1-f3 | Qg5xg3+ |
| 6. h2xg3  | Bd6xg3# |

The first column is for the White moves and the second column is for the Black moves. First of all, the symbol for the piece is written, then the square on which this piece was standing, then a hyphen (-), then the square to which this piece moves. If a pawn moves the symbol is omitted.

For example, 1. f2-f4 means on the first move the pawn on the f2 square moved to the f4 square. In move #5. Ng1-f3 means the Knight on the g1 square moved to the f3 square.

If you wish to refer to a Black move by itself you put three dots before the move. For example, 4. Qd8-g5 means on move 4 Black moved his Queen on d8 to g5.

"X" indicates a capture took place so: 5. Qg5xg3+ means the Black Queen on g5 captured a piece on g3 and the + means with this move the opponent's King was checked.

"#" means checkmate so: 6. Bd6xg3# means the Black Bishop on d6 moved to g3 and checkmated the White King.

# NOTATION SHEET

This is a sample of a form players use to record all moves of a game. Each numbered line pair is a complete move. On the left line of the pair, players record the move of the white pieces and the players record the move of the black pieces on the right line of the pair. Logos and other information may be added to the sheet as desired. The diagram is optional but provides a space for a player to record an interesting position that occurred during the game for study later.

PRINT all information - Complete all information requested:

DATE: \_\_\_\_\_ BOARD: \_\_\_\_\_

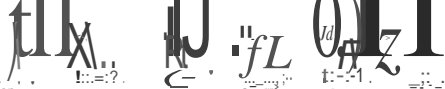
Player of White: \_\_\_\_\_ Town/School: \_\_\_\_\_

Player of Black: \_\_\_\_\_ Town/School: \_\_\_\_\_

Circle Name of Wilmer. If Draw, Circle Both.

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IF MORE MOVES ARE NEEDED, USE THE BACK OF THE SHEET





# RULE 21 : THERE WHEN YOU NEED IT!

“I have a chess student who is in a wheelchair. He is a quadriplegic and is able to move one hand at a time. I think he can communicate through a computer.

Could you describe to me how he would compete at tournaments? I was thinking that a coach, other than our current opponent and besides me, could move the pieces for him as he plays.”

-Question from a chess coach to the IHSA

Rule 21 applies to individuals whether the disablement is permanent or temporary. Someone may have the writing hand/arm in a cast and be unable to take notation or easily punch the clock in a normal manner.

Under Rule 21, a player may request assistance with, or waive, certain rule provisions depending upon the limits of his/her ability. Minimally the player only needs to be able to clearly communicate the move. Any waiver or modification of the rules allowed the disabled player is available to the opponent. The player's coach or TD needs to make that clear to the opponent (and coach). The opponent may choose to start with the rules waived and then accept the provisions at any point during the game. In dual matches, I'd recommend simply putting the board in a convenient place and not worry about it being in sequence.

Rule 21 in the rules covers the above situation more completely than this descriptive note. The basic situation is at individually paired tournaments, make the TD aware at registration so a board is permanently assigned in an easily accessible location. Same at team tournaments, like state, where a whole team is permanently assigned a convenient location - then place the player at a convenient position rather than in sequence.



# TIME CONTROL



In competitive chess, the chess clock is as essential as the board and set. The use of clocks developed when, even at the highest levels of play, some players stalled by simply trying to out sit their opponent. It was realized very early that simply going by the clock on the wall didn't help. One player could simply stall until the time was short and then try to win in a flurry of moves.

Enter the chess clock. It is a unit that contains two stopwatch like timers. The timers are set for the length the game is going to be played and count down, one timer at a time. A switch on the clock is designed with two buttons in such a way that when pushed down, it stops one clock and starts the other. Time control may be for a specific length of time for the whole game or a specified number of moves without a given length of time. Until the 1970s, an example of time control might be: 40 moves in 90 minutes then 30 moves in 60 minutes. It would mean that each player had 90 minutes to complete the first 40 moves of the game. If a player ran out of time before making 40 moves, they lost. If the 40 moves were made without the game finishing, 60 minutes was added to the remaining time and the players had to complete another 30 moves (to move 70) before time expired. This adding of time and moves continued until the end of the game or a player ran out of time before making the required number of moves. In any given tournament, the number of moves and amount of time varied and was announced in advance by the tournament organizer. In tournaments involving many players, an entire event could be held up for hours waiting for a game to be finished. The result was the practice of *adjourned games* and *adjudication for pairing purposes*. These practices are rarely encountered in tournaments now. Even with these practices to keep rounds from being delayed by exceptionally long games, the tournament might go many hours past closing time for playing sites waiting for a few games adjourned earlier in the day to finish.

Introduction of sudden death solved the problem. It more accurately should have been called *sudden loss* as no one actually died. Beginning in the mid-1970s, these time controls provided a specified amount of time (at first used only as the second or later time control but eventually as the primary control) for each player. Regardless of how many moves were made, the game was over when time expired on either player. Talented players objected to this type of time control as the clock became more significant than careful, thoughtful play.

The invention of the digital clock brought the introduction of time delay. All clocks had been analog clocks. A digital clock is capable of being programmed to not start immediately or add time back if a move is made within a given number of seconds. The delay in starting or the amount of time added back is called the *time delay* and is stated in seconds. An example of a time control for a tournament today:

Game/60 5 sd. Each player has 60 minutes in which to complete the game and the digital clock will have a 5 second delay in starting. A number of rule modifications were made for when time become short (time trouble). Robert Fisher suggested a way to solve the shortcomings of the short time left in time delay games. He wanted the digital clock to give a player a specified amount of time *each time* a move was made regardless of how long it took to make the move. At first called Fisher Time and not taken very seriously, this type of time control is rapidly gaining in popularity and use— especially among higher rated players and internationally. It is called *increment time control* (also called bonus time or Fisher time). As long as a player makes a move before their time expires (regardless of how long they considered the move) the amount of the increment will be added to the remaining time on their clock. Left with one or two seconds, a player who then makes several quick moves might have a couple minutes in time. Under increment time controls, players continue notation throughout the game. The increment time control is time control of the future.

A game played with a time control of Game/60 increment 30s compared to one of Game/60 5sd certainly lasts longer. Similarly a Game/60 lasts about 10 minutes longer with a digital clock on 5sd than with an analog clock. For several years, the USCF Denker Tournament and the Polgar Girls Tournament were held at the same location with the same scheduled times. The Denker used Game/120 5sd. The Polar used Game/90 increment 30. They finished at the same time. In a typical Denker, players lost games on time in about 30 of the 125 games while Polgar girls did so about 2 of 125 games. The difference was the nature of time delay versus increment.

Increment time control is the time control of the future. As you purchase additional clocks, be certain it is capable not only of time delay but of being set for a variety of increment times as well. You are encouraged to begin using this time control in intra-school play. Organizers and conferences need to plan for the use of increment control in at least some contests. It is likely to be the primary time control at the IHSA Chess Team Championship within a few years.

Some digital clocks also have another type of time delay called Bronstein or Add Back. The amount of the delay is added back after the move is completed but not more than the amount of time used. In the final moments, a clock using Bronstein delay would run out of time while a clock on standard delay would not. Use of the Bronstein time control is prohibited under IESA rules.



Jim Pervasse (DAHNS) vs. Ilan Meerovich (SKNLN)  
Game deciding the 2007 Junior (Grade 11) Champion

# ABOUT TIE-BREAKS

"My team beat the team that finished ahead of us on tie-break! How is that logical or fair?"

The logic may not be apparent, and it may not seem fair; but, tie-break is the best we have. The function of tie-breaks is to determine the first among equals. Chess tie-breaks determine which of the tied players played the strongest set of opponents in getting the equal score. The strength of the opponents is determined by how many points they scored in the tournament. Tie-Breaks are designed to take into account the totality of the tournament rather than consider the outcome of a single game. The fact that one player defeated a player with the same score won't put them ahead in the standings. That may be logical, but it's only one game. It also frequently results in a circular argument when 3 or more players are tied.

Consider the common situation where two players are 3-0 with all others at 2-1 or less going into the last round. The player that loses the 3-0 match is caught in score by the 2-1 players that win. I have found it frequently happen that the loser of the 3-0 match doesn't finish second using tie-breaks. In many other multiple player contests the loser of the last round between two perfect scores would be second. It doesn't always come out that that way in chess. The Swiss System allows an early round loser to make a comeback. If that were not the case, why allow early round losers to continue playing? The Swiss System isn't knock-out. It doesn't matter in what part of the tournament a loss occurs. It can be first round or the last round. All the tied players are considered equal regardless of the round the in which loss occurred and regardless of who inflicted the loss. For this reason prizes that can be divided are divided equally among those tied. However, prizes like trophies and medals are not divisible, thus the need for a way to decide among the tied scores who receives the non-divisible prize. While the best solution would be duplicate awards, this is almost never done due to cost and impracticality although sometimes an alternate award is given to those who tied but missed out because of tie-breaks.

## **TIE-BREAKS APPROVED FOR USE IN INDIVIDUAL TOURNAMENTS IS THE USCF RULE BOOK**

Assigned Black pieces most, Average rating of opposition, Coin flip, Cumulative, Cumulative scores of opposition, Kashdan, Median, Modified Median, Opposition's performance, Play-off game (commonly Blitz), Results between tied players, Solkoff, Sonneborn-Berger.

## **TIE-BREAKS APPROVED FOR USE IN TEAM TORUNAMENTS IN THE USCF RULE BOOK**

All of above, Game (match) points, U.S. Amateur Team

To accomplish the primary task of measuring opponent strength, some tie-breaks are excellent while others are no more than a random decision maker. To do the best job of determining the "first among equals" by providing the better measure of opponent strength, the USCF suggests the order tie-breaks in individual, non-round robin events be: Modified Median (Mmed), Solkoff (Solk), Cumulative (Cumm), and Cumulative of Opposition (Ocum).

# HOW TIE-BREAK SCORES ARE CALCULATED

## ADJUSTING SCORES

Before using the Solkoff, Medium, or Modified Medium tie-break, first adjust the score of each opponent played. To adjust the opponent's score, count each unplayed game (bye, forfeit, round not played after a withdrawal) as 1/2 a point. If the player has any unplayed games (byes, forfeits, unplayed rounds), those games count as opponents with an adjusted score of zero.

Note: The Solkoff, Medium, or Modified Medium tie-break may be calculated without adjusting scores. This procedure was common before the use of computers to figure Tie-breaks because of the extra time involved.

## SOLKOFF

List the final scores of all of a player's opponents. Sum the scores of the player's opponents.

## MEDIUM

From the list of the final scores of all of a player's opponents, discard the highest and lowest score and sum those remaining. When the event is more than eight rounds, more than just the one highest and lowest score are discarded. Extreme scores are eliminated that especially occur in the first round where top players are paired against the players most likely to go scoreless.

## MODIFIED MEDIUM

Players tied with even scores (score equal to exactly half the tournament maximum), have the highest and lowest opponents' adjusted scores excluded. Players with plus scores have the lowest opponent's adjusted score dropped. Players with minus scores have the highest opponent's adjusted score dropped. Add the remaining adjusted scores to determine the player's tiebreak points.

## CUMULATIVE

Add up the scores at the end of all rounds of the player and subtract one point for each bye or forfeit win. Example: A player has a bye in round 1, wins in 2, loses in 3, draws in 4, wins in 5. The cumulative tie break score is  $1 + 2 + 2 + 2 \frac{1}{2} + 3 \frac{1}{2} - 1 = 10$ .

## CUMULATIVE OF OPPOSITION

Sum the cumulative score of all players' opponents.

## KASHDAN

This system rewards aggressive play by scoring four tie-break points for a win, 2 for a draw, 1 for a loss, and 0 for an unplayed game.

## SONNEBORN-BERGER

Not good for use in Swiss System tournaments but main tie-break in most round-robins. For each player in the tie, add the final scores of all the opponents the player defeated and half the final scores of all the opponents with whom the player drew. Nothing is added for the games the player lost or for unplayed games.

# TEAM TIE-BREAKS

When treating a team as an individual (as is common in doing pairings), any of the above can be used. However, in team vs. team tournaments, doing so does not take into account the contribution of the individuals that are part of the team. In team vs. team tournaments, some additional options are:

## GAME (MATCH) POINTS

Sum the total of all the team member's individual points scored where each game an individual team member plays counts as 1 point.

## WEIGHTED GAME (MATCH) POINTS

In team vs. team events, the higher boards (1 & 2) count more towards deciding which team wins the round than the lower boards (4 & 5). Using these weighted scores, sum the points scored by the team's members in all games in all rounds.

### EXAMPLES TIE-BREAK CALCULATION FOR TEAM IN A 5-BOARD, 4 ROUND, TEAM VS. TEAM EVENT

	Weights		
	Win	Draw	
Board #1	10.0	5.0	Team's tie-break = 38.0+15.0+24.0+20.0= 97.0
Board #2	9.0	4.5	Round #1 Scored 38.0 points defeating team A
Board #3	8.0	4.0	Round #2 Scored 15.0 points losing to team B
Board #4	7.0	3.5	Round #3 Scored 24.0 points defeating team C
Board #5	6.0	3.0	Round #4 Scored 20.0 points drawing team D

## USCF AMATEUR TEAM

For each round, the tie-break points are the final score of the opposing team multiplied by the number of points scored against that team.

Example for a team (using results of previous example)	Team W's tie-break = 00.0+00.0+48.0+50.0 = 98.0
Round #1 Scored 38.0 points defeating team A	Team A final score = 0.0      38.0 x 0.0 = 00.0
Round #2 Scored 00.0 points losing to team B	Team B final score = 4.0      00.0 x 4.0 = 00.0
Round #3 Scored 24.0 points defeating team C	Team C final score = 2.0      24.0 x 2.0 = 48.0
Round #4 Scored 20.0 points drawing team D	Team D final score = 2.5      20.0 x 2.5 = 50.0

## IHSA TIE-BREAK

The IHSA Tie-Break is a modification of the USCF Amateur Team. With the USCF Amateur a team scores 0 tie-breaks if a team finishes with 0 points or if the team scores 0 points against an opponent (see example of USCF Amateur Team). This is corrected in IHSA tie-break by the adding 1 to the team score (the result is squared to make the team contribution about the same as the individual scores) and 10 added to the individual scores before multiplying. To keep the number small, the result is divided by 100.

Example for a team (using results of previous example)	Team W's tie-break = 0.480+2.500+4.320+3.675 = 10.975
Team A final score = 0.0	Tm ind opp match      [(38.0 +10) x (0.0 + 1) <sup>2</sup> ] /100 = [48.0 x 01.00] /100 = 048.0/100 = 0.480
Team B final score = 4.0	[(00.0 +10) x (4.0 + 1) <sup>2</sup> ] /100 = [10.0 x 25.00] /100 = 250.0/100 = 2.500
Team C final score = 2.0	[(24.0 +10) x (2.0 + 1) <sup>2</sup> ] /100 = [48.0 x 09.00] /100 = 432.0/100 = 4.320
Team D final score = 2.5	[(20.0 +10) x (2.5 + 1) <sup>2</sup> ] /100 = [30.0 x 12.25] /100 = 367.5/100 = 3.675

k q r l n p

# PROCEDURES & RULES LEAST FOLLOWED

## Rules and procedures to emphasize with your players

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. Cell phone rings               | 11. Last 5 minute provisions          |
| 2. Cell phone used                | 12. Analog clock used                 |
| 3. Goes over game in playing room | 13. Not notice in check               |
| 4. Skittles in playing room       | 14. Announces check                   |
| 5. Kibitzes                       | 15. Both flags down                   |
| 6. Notation stopped or not used   | 16. Results not reported              |
| 7. Incorrect castling             | 17. Tries no practical losing chances |
| 8. Incorrect draw offer           | 18. Not keep track of team score      |
| 9. Incorrect promotion            | 19. Substitutes incorrectly           |
| 10. Illegal move                  | 20. Plays on more than one board      |

# CHESS EVENTS

Calendars of chess tournaments and other events are best checked at organization websites for current information and details.

<http://theicca.wikispaces.com>

Click tournament schedule in right margin, check for K-8 section

[www.il-chess.org](http://www.il-chess.org)

Under Events, at left, click on tournaments-scholastic

<http://www.gatewaychess.org/>

St. Louis area

<http://www.gpcf.net/schedules/scholasticschedule.htm>

Peoria area

<http://www.bnasc.org/>

Bloomington-Normal area

<http://www.renaissanceknights.org/Events/Upcoming.htm>

Northern suburbs area

## TOURNAMENT OFFICIALS

As in any competitive endeavor, it is necessary to have judges to ensure smooth running and impartial rulings. An individual may perform more than one of the functions listed.

### ORGANIZER

Person or organization that arranged for the tournament to be held. The organizer is Responsible for the tournament finances, site selection, awards and format.

### HOST

Person or organization contracted by the organizer to manage the site and concessions.

### TOURNAMENT DIRECTOR

Person hired to manage the tournament competition. Large events with several officials may divide duties into a hierarchy of responsibilities.

- |                                |  |
|--------------------------------|--|
| 1. Chief Director              | Supervises and makes assignments to other officials. Is the highest level of appeal in disputes.   |
| 2. Section Chief               | Events with different competing areas (such as class tournaments or grade levels) may have a person in charge of that portion of the tournament. |
| 3. Pairing Director            | Individual who processes the results and makes the pairings.   |
| 4. Steward /<br>Floor Director | Individuals working under the Section Chiefs who are directly available to the players to answer questions and make rulings.                     |
| 5. Arbiter                     | Title of a Floor Director used in international (FIDE) tournaments.  |
| 6. Scorer                      | Person who receives the results of games and records them  |

### The USCF certifies the ability and experience of tournament directors with the following titles:

CLUB DIRECTOR	Owns a copy of and agrees to follow the rules, tournament limit of 50 players. Every three years must pass an objective test on rules and procedures.
LOCAL DIRECTOR	Pass a closed book, supervised, objective test on rules and procedures—tournament limit of 120 players, renewal each four years with satisfactory performance and test.
SENIOR DIRECTOR	Extensive, satisfactory performance as a tournament director, must pass a demanding, supervised, objective, closed book test--tournament limit of 300 players, must demonstrate active, successful tournament directing each five year time period for renewal.
ASSOCIATION NATIONAL TOURNAMENT DIRECTOR	Extensive, satisfactory performance as a Senior Director., must past a demanding essay test on rules and procedures, qualified to run all but a few of the USCF championship events, renewal with satisfactory performance each six years.
NATIONAL TOURNAMENT DIRECTOR	Must have extensive, satisfactory performance as an ANTD, Must pass an exhaustive essay test on rules and procedures, qualified to run all USCF events.

# ORGANIZE AND HOST A TOURNAMENT

This section is designed to provide tournament hosts with guidelines for running a tournament. Be clear in your invitation about the tournament so coaches know what to expect. The IHSA or IESA is not involved in these events. The ICCA will offer support and advice if asked. Current tournaments will be cited as examples.

## CHOOSING A DATE

- The chess season runs approximately from October through March. While the calendar is crowded, organizers have learned that multiple events on the same weekend are possible if they are not located close together.
- Before finalizing your date, check with your school officials. Most schools have limited facilities, and they are often used for other activities. Many schools allow you to request space a year in advance. If you get the request in first, you often get priority.
- Once you coordinate with your school, you should check with the online calendars to see if other events are scheduled for that weekend. Although many weekends could support 2 events, you do not want to compete with nearby tournaments. A Chicago area and Peoria area event are fine the same day. Coaches generally exchange information about tournament dates during the state tournament and you can get an idea of what is available before you leave.

## WHAT TO REQUEST FROM YOUR SCHOOL

- The most important thing you need is space. You will need a large playing area and a second, large area for skittles. Many host schools use their cafeterias. Tables can be placed in the hallways around the cafeteria for skittles.
- Don't forget that you will also need custodial support. Garbage cans get full, bathrooms get messy, etc. Some schools also require security staff be assigned to every event. Be sure to contact the appropriate departments at your site.
- Be very clear about your school's support before going too far. Most schools will allow sponsored clubs to run events without charging. Be sure you know if you have to pay the support staff from your tournament fees. This will affect how much you charge.
- Not every cafeteria has appropriate tables and chairs for a tournament set up. Park bench style tables with built on chairs and no backs will work; but, players prefer traditional chairs. If your space needs to be set up in advance, be sure to arrange it. It helps to have a diagram of what your layout is to look like.
- Check on heating, ventilation and lights. Many schools turn hall lights and temperature way down on weekends. These need to be kept at normal levels.

## TOURNAMENT ISSUES

### TD/Floor TD

- Don't feel that you have to do everything yourself. Illinois has many experienced Tournament Directors. Contact the ICCA or any local clubs in order to get a list. Be sure to ask if they will need a computer and printer or if they will bring their own. If necessary, they can also refer you to qualified floor TDs. These experts can handle any rule questions that arise during the actual play. If your event is small enough, the same person can do both.
- Expect to pay a Tournament Director a fee of at least \$1 per player with a minimum of \$75. For larger events, a flat rate is often negotiated. Floor TDs' compensation ranges from \$10 to \$25 per round.

## CHECK-IN/REGISTRATION

Although this can usually be handled by volunteers or parents, be sure to have clear instructions for your workers. The following should be available at the check in table:

- List of every school you think is coming
- The playing roster of those schools (alpha order is helpful)
- Some sort of receipt - this can be something you create or a receipt book that is available from



- office supply stores
- Either a map or someone who knows their way around the school
- Guests will need to know where the playing area, skittles, coach's lounge, food and bathroom locations
- Directions for other volunteers (food sellers, TDs, etc.)
- Cash box and change
- It is recommended that how much each school pays is recorded so you can determine your finances afterwards.
- Some way of listing extra players if you are offering an open section. Be sure these players are separate from the Team roster and are clearly identified with their school name.
- An optional sheet could be prepared with nearby restaurants and pizza delivery place.

### **CONCESSIONS**

Regardless of how many teams you have coming you need to be prepared to offer some sort of snack option. If it will be a long day, lunch is appropriate. What these offerings are is up to you. Hot dogs and pizza are relatively easy to do without much in the way of kitchen access. Pizzas can be ordered from a local source and then be sold by the slice. Be sure to warn the store in advance and be sure you can get them around lunchtime. Hot dogs come pre-cooked and can be warmed in a crock-pot, etc. This is a good job to farm out to parent volunteers or another club. Again, be clear about what you want and let them do it. Other hints for offerings:

- Nachos are popular
- Variety of candy
- Drinks such as water and colas
- A large garbage can with a clean bag filled with ice to keep these cold.
- Condiments for the hot dogs, etc.
- Napkins, plates, knives, forks, spoons

*Be sure to keep records of income and expenditures.*

### **ADVERTISING/TOURNAMENT INVITATION**

Send the information about your tournament to the websites that list events (see page 23).

Take copies of flyers to earlier tournaments and talk about it with coaches. Compile a list of schools in your area and send notices addressed to the Chess Coach. Addresses are available from the IESA website. There is no need to pay for newspaper notices. Note: Don't panic if your first event is small. If it goes well, the word will go out and attendance will improve the following year.

When creating your tournament flyer (invitation) you need to include the following:

- Name of tournament
- Date (include the year to eliminate confusion)
- Location, school name, address and place in the school
- Format: type of tournament: individual paired, team paired (number of boards), time control, number of rounds
- Number of teams if there is a limit
- Number and type of sections (team, Open, Adult section etc.)
- Check-in (Registration) times (starting and ending)
- Time of first round (give approximate time for others or ASAP)
- Expected time awards will start
- Number of trophies (both team and individual)
- Method of ranking participants
- Deadline for entry, usually the Wednesday before (chess coaches are notoriously wait to submit so expect many last minute and several late entries.)
- Cost, per team and extra players
- If possible, list the TD and Floor Stewards. If they are known, this can give your event more credibility.
- Most importantly, contact information, (who to send the registration to) it is best to list an email address and phone number.

- A phone number that can be used the morning of the event in case someone is late or lost.

### WHAT KIND OF TOURNAMENT?

The types of tournament are explained on page 10 in the section *Before Your First Tournament*. Each has advantages and disadvantages. Except for selected championships, most events include a way to include team scores. How many players will be used to determine a team needs to be specified. Individual/Team (Combined) tournaments commonly count the top 4 or 5 with a minimum of 2. Team size in Team Tournaments varies from 4 to 8 with 5 and 8 being the most common. Board Swiss tournaments are held using 5 boards with the lowest board having an unlimited number of players from a team and counting only the top score.

Most tournaments offer an individual open section for extra players - team awards are not used in these sections. Who is eligible to play in the open section needs to be clear. The open section may be limited to extra players from the participating schools. The open may include coaches and other adults or a separate section for adults. Many coaches like the chance to compete and sometimes some parents play as well. Check with your school officials if you open it to the general public. Having coaches and parents in your school playing is usually okay, but bringing in unrelated adults may bring in other problems. Open sections may use a different time control than the main event and most hosts like to keep them in a different playing area to avoid disruption.

### DETERMINE THE FORMAT

- **Number of rounds** - There is nothing fixed about a 4 round event with Game/60. This usually puts awards around 7pm. Shorter time controls or fewer rounds are common. You could invite 7 other schools, do three rounds and be done early.
- **Time Controls** - It would be best to use the same time control that will be used in the state tournament in order to prepare the players for that experience. Time delay needs to be used.
- **Team Size** - Again, nothing is rigid about an 8-board team format or 5 players in a Combination Tournament. You can assign the board points however you wish; Evanston uses 10-9-8-7-6 for its Junior High Section. The IHSA used to use 3-2-1-1-1 for the Class A event. The ECICL uses a 6-board format for its season.

### SPACE CONSIDERATIONS

- **Playing Room** - Check with your school about available space. Remember to stress that this is a possible fundraiser for your school. If you have attended tournaments in the past, you should have a 'feel' about the space needed. You can look at your space and determine how many you can handle and limit the registration to that number. A rule of thumb would be 2 feet of table space per board. An 8-board team vs team tournament should have 24 feet of table per match with 8 chairs on a side.
- **Skittles** - Remember to have almost as much space for the "lounge" as the playing area. West Chicago uses the hallways outside its cafeteria and simply places extra tables there. Some schools, like Evanston, use two separate cafeterias. This area also needs chairs and tables although fewer tables than the playing area work as long as everyone can sit.
- **Coach's Lounge** - If available, coaches appreciate a space they can use as a "lounge" away from the students. It should not be too far away from the playing site in case a coach is needed. Small events may not need this.
- **School Support** - Find out how to reserve the space you need and follow your school's protocol. Never assume you can use the space you want. Most schools have a lot going on each weekend. Chess can be low in the school "pecking order" and space can be reassigned at the last minute to sports or a special event. Once reserved, check as the date nears. Also, remember to alert your school for security and custodial support. Evanston always requests heat and ventilation as the building often goes cold on weekends in the winter. Make sure the proper doors get unlocked and are clearly labeled for participants to be able to find the playing area.
- **Supply notation sheets** - Prepare enough notation sheets for each player for each round. If printed on each side, only half the paper will be required. It is best to monitor or control in

some fashion the distribution. Otherwise, players may pick up enough at the start of round 1 for the tournament and then misplace and take more each round. It is wise to have more available than expected to need or you may be short for the last round.

## AWARDS AND FEES

- **Trophy suppliers** - Your school may have a preferred awards provider; check with the athletic department. Trophies and medals can usually be obtained locally. Chess sources online usually have a larger selection of awards designed for chess. Be sure to understand engraving costs. Sometimes a number of lines and/or letters are included in the cost of the award. Sometimes there is a sizeable charge for each letter or ones past the allowed count.
- **Awards** - Determine how many awards you wish to give. It is not necessary to provide awards. You can have extremely low, or no, entry fee and no awards. Awards increase your overhead costs and preparation. Generally, the more teams expected, the more awards you should consider.
- **Tournament/Floor Directors** - If your event is small, there may be no need to hire someone. A 3 round, 8 team Swiss is simplest (see page 33). All coaches should be aware of the IESA rule book. Many are willing to answer questions to the best of their ability at events if asked. Any event can deviate from the published rules by clearly giving the differences in the invitation and posting signs at the event.
- **Food** - Even during a 3 round event, the players may want to eat between rounds. Evanston has an agreement with another club at school to come in and handle everything. West Chicago has parents organize concessions. As long as you can estimate how many players will come, you can estimate how much food to plan. Evanston hands out a list of local fast food options and places to order food delivery that some coaches use. Although not required, coaches appreciate free coffee/snacks in the coach's lounge.
- **Entry Fees** - Most events charge \$8-\$15 per player when awards are given. Once you figure how many teams you can invite and your awards, figure your break even cost for 2/3 of the teams you expect. The hosting school should end up with something extra.
- **Arrivals** - As schools arrive, it is important to collect needed information in an organized manner. A registration form (see page 30) provides an easy way to do it. Your school logo or requests for additional information can easily be added.
- **Forms** - A number of forms useful for conducting a tournament are provided on pages 30-37.



award made in school



team trophy & individual medals



large or small,  
it's nice to win

# DIRECT A TOURNAMENT YOURSELF

## YOU CAN DO IT.

Once a tournament has been organized and the site has been made ready by the host, the actual running of the tournament remains. Individuals who make pairings, answer questions, and decide rulings are called Tournament Directors. Many tournaments are small enough that one individual can perform all the necessary functions of running a tournament - organizer, host, tournament director. For a team event of a dozen or less or an individually paired event of a few dozen, the host can perform the duties of tournament director. Such smaller sized tournaments can be run without a computer using a number of paper forms (samples included in this manual).

Below is a list of tasks to be done by a tournament director in an event. Keep in mind that in team vs. team tournaments, the participant is a school team and in individually paired tournaments, the participant is each individual player.

- Make a pairing card for each participant with needed information (see page 31)
- Assign a pairing number (rank) to each participant
- Pair each round (see page 33)
- Post the pairings (see page 32)
- Record the results on pairing cards (after being reported to you, a volunteer, or players mark on pairing sheet themselves)
- Post the results (see page 35)
- Determine winners (if awards given) calculating tie-breaks as needed

### PAIRING NUMBER

Pairing numbers are assigned to each participant to facilitate the running of the tournament. If information on the playing strength of participants is available from previous tournaments (a rating) from sources such as the USCF, ICCA, or points scored in conference play, that value can be used to arrange the players (rank) in skill sequence and assign pairing numbers with the highest number going to the most skilled player. Pairing numbers can also be assigned in a random manner such as alphabetical, order checking in, after shuffle of pairing cards, etc.

### PAIR

See [Pairing A Small Event](#) page 33. The USCF Rule Book has an appendix that explains how to pair various types of tournaments. If you use a copy of WinTD, anyone with a good command of working with computer programs can do a tournament with practice.

### REPORTING RESULTS

Players need to report the results of their games. It is common to have someone located near the exit where players are to stop and give the results. Players can also be instructed on how to enter the results on the posted pairing sheet. Tracking down unreported results can delay the running of the tournament.

# SAMPLE REGISTRATION FORM

This sample provides space for the information you need to obtain as players arrive at a tournament. Additional information and a logo can be added, or altered, as desired to maximize usefulness for a particular type of tournament.

SCHOOL \_\_\_\_\_

COACH \_\_\_\_\_

Coach's cell phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

Coach's e-mail \_\_\_\_\_

Board	GRADE	m/f	PLAYER NAME (please print)
1			
2			
3			
4			
5			
6			
7			
8			

# PAIRING CARD

Name _____						
Rd	W/B	Opponent		Results		Tie-Break
		SR	FR	w x d	Cumm	Ind Opp
1						
2						
3						
4						
5						
6						
7						

- Used to make pairings in small tournaments or when a computer program is not used.
- Two pairing cards placed side by side made a pairing. Player assigned White pieces is always placed on the left side. If the card is cut to a "T" card as shown, it can be inserted in a frame such as a time card rack. Without a "T", the cards (3x5) are copied to a Pairing Sheet, page 32 that is placed for all to read.
- Information on the individual player (team) is recorded at the top. The short line to the right of the name line is used for the rank (pairing number). Additional information can be put at the bottom as desired. Information for each round of play is recorded in the numbered rows.

W/B - W if player assigned white pieces

SR - Pairing number of the opponent

FR - Final place of opponent. Filled in after standings done if desired

Wxd - w for win, x for loss, d for draw

Cumm - Total score at end of round.

Tie-Break - Spaces for information for tie-break calculations.

## Communication Card

Round \_\_\_\_\_ Team # \_\_\_\_\_ Board \_\_\_\_\_

What is the current team score? Our team \_\_\_\_\_ Opponent \_\_\_\_\_

May I offer a draw? Yes No Not at this time Make own decision

May I accept a draw? Yes No Not at this time Make own decision

May I decline a draw? Yes No Not at this time Make own decision

May I resign? Yes No Not at this time Make own decision

How will the outcome of this game affect the team result?

If you win, the team: wins draws loses

If you draw, the team: wins draws loses

If you lose, the team: wins draws loses

For the team to have a chance to win, you must: win draw

The team result cannot yet be determined by your result.

Questions or instructions concerning meals or an emergency:

# COMMUNICATION CARD

Useful in team tournaments to enable players to ask limited, permitted information of their coach while preventing exchange of unpermitted information. Used by requiring it to pass through a tournament official such as a Steward and not go directly between coach and player.

Players should circle one or more bold question(s).

Coaches should respond using the remaining text.

# PAIRING SHEET

Form commonly used to inform players of their opponent, playing location, and color of pieces assigned to play when a computer program is not used. It can also be used to have players record the result of the match.

## ROUND ]

Board	White	Black	RESULT
■			
2			
3			
4			
5			
6			
7			
8			
9			
0			
1			
2			
3			
4			
5			
6			
7			
8			
9			
0			

# PAIRING A SMALL EVENT

A computer program, like WinTD, is not needed for small events. Whether the event is team vs. team or individually paired, the situation is identical in pairing. If the event is 3 rounds, 6 to 8 teams is sure to produce no more than one perfect score (If 5 or fewer teams the event should be a Round Robin.). If the event is 4 rounds, then 16 or fewer teams will guarantee no more than one perfect score.

A three round event with 7 or 8 (or a four round event with 15 or 16) is easily handled without a computer. Fewer, or more, than those numbers frequently create late round pairing problems. Above that the number is likely to result in more than one perfect score.

The first step is to rank the participants (called player whether team or individuals). It can be a random assignment by draw, first to arrive, place in a previous event, points in conference, alphabetical by first or last name, etc. It is best when a rating is available from an organization such as the ICCA or USCF for the players. Team ratings can be calculated from the average ratings of team members.

Make an index card for each participant (see page 31). By the end of the event, the card will contain the information in the sample below:

<u>08</u> (rank)	NAME: <u>School or Individual Name</u>				
<u>Round</u>	<u>Color</u>	<u>Opponent</u>	<u>Result</u>	<u>Score</u>	<u>TieBreak (if used)</u>
1	W	16	W	1.0	
2	B	04	D	1.5	
3	W	07	W	2.5	
4	W	02	X	2.5	

## PAIRING A 3 ROUND, 8 PLAYER EVENT

Sequence the cards by rank.

Divide in half.

Assign color to player 01 (coin toss is good).

Arrange cards as follows:

### Pairings round 1

White Pieces	Black Pieces
01	05
06	02
03	07
08	04

Assume player 01, 02, 07, and 04 win. Put the players with the same score in a stack in number sequence [01, 02, 04, 07 in score stack 1.0 and 03, 05, 06, 08 in score stack 0.0]. Assign in order, the top score group to a color different from the color in the first round. Players 01 and 07 get black and 02 & 04 get white. Assign opponents in sequence from the other stack being sure to not pair the same players again. It is correct to break sequence to alternate color assigned a player. In this case, a straight match up alternates all players' color but would rematch 06 & 04. Switch 06 and 08 to avoid repairing 06 & 04.



The result would be:

**Pairings Round 2**

White Pieces	Black Pieces
03	0
	1
02	0
	5
07	0
	2
04	0
	7

The greatest difficulties are introduced in the event of a draw - uncommon in team vs. team events. In the above pairings, suppose 01 & 03 draw and player 02, 07, and 04 win. Again place same scores in a stack in sequence. This would produce a score group 2.0 having players 02 and 04: score group 1.5 with 01: score group 1.0 with no one: score group 0.5 with 03: score group 0.0 with 05, 06, & 08.

In the final round, 02 and 04 are matched as the only players with 2.0 points. Both 02 and 04 have been assigned W, B and now both want W. W is assigned to the higher RANKED--in this case 02. Player 01 is next with 1 ½ points and gets W (W, B, W). The opponent should be a player with 1.5, 2.0, or 1.0 points. None are available. The 2.0 score group was even so no player was moved down into the 1.5 score group. There are no players in the 1.0 point score group to move up. The next available player is in score group 0.5, but just played player 01. Must move to the next available player who is in score group 0.0 The highest ranked player due B is matched with 01 (among 05, 06, and 08 player, 05 must have W as has had 2 Bs in a row and 06 is due W (W, B, W). While 08 has the same color pattern and score, 06 being higher ranked is paired with 01. Players 05 and 08 are left to be paired. Player 05 with 2Bs in a row and higher ranked gets W even though 08 is also due W.

**Pairings Round 3**

White Pieces	Black Pieces
02	04
01	06
03	07
08	05

# TRACKING FORM FOR INDIVIDUAL TOURNAMENT or POST RESULTS

OPP	COLOR
RESULT	

Form used to display results during the tournament when a computer not used. Coaches can use this form as a way to record each team member's results in an individually paired tournament. Space is provided for the player's opponent, color pieces played, and result for each round. By adding a 10s digit in the number column, the form can be used for unlimited participants. Player name is placed on each numbered row with additional information, such as school, grade, and rating. Information for each round is entered into the three boxes in the numbered columns: opp - number of opponent played, color - player had White or Black pieces, result - in the large space record 1 (win), 0 (loss), or 1/2 (draw). The final score is placed in the score column. Additional columns are available to calculate tie-break and record a player's final standing (Ignore the W/B boxes below the round numbers).

No.	PLAYER	1		2		3		4		5		6		SCORE	TIE BREAK POINTS	TIE BREAK SCORE	FINAL RANK
		W	B	W	B	W	B	W	B	W	B	W	B				
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
0																	

# TEAM VS. TEAM TOURNAMENT TRACKING SHEET

Make copies of this sheet and take one to each event. You can keep track of your team and player's progress throughout the tournament.

<b>TOURNAMENT:</b>											Pairing No. _____
Team Number of Opponent											
Own Team Result											
Own Team Score											
Opponent Team Score											
Board/Table assigned											
Bd	Player	Round	1	2	3	4	5	6	7	Totals	
1											
2											
3											
4											
5											
6											
7											
8											
Players in Open Section											
A.											
B.											
C.											
D.											

Adapted from the IHSA *Manual for Schools and Rule Book*

# TEAM RESULTS REPORTING SHEET

number	Away Team (White on boards 1, 3, 6, 8)	W	D	L	Total	number	Home Team (White on boards 2, 4, 5, 7)	W	D	L	Total
1. _____	12.0	6.0	0.0	12.0	6.0	0.0	_____	12.0	6.0	0.0	_____
2. _____	11.0	5.5	0.0	11.0	5.5	0.0	_____	11.0	5.5	0.0	_____
3. _____	10.0	5.0	0.0	10.0	5.0	0.0	_____	10.0	5.0	0.0	_____
4. _____	9.0	4.5	0.0	9.0	4.5	0.0	_____	9.0	4.5	0.0	_____
5. _____	8.0	4.0	0.0	8.0	4.0	0.0	_____	8.0	4.0	0.0	_____
6. _____	7.0	3.5	0.0	7.0	3.5	0.0	_____	7.0	3.5	0.0	_____
7. _____	6.0	3.0	0.0	6.0	3.0	0.0	_____	6.0	3.0	0.0	_____
8. _____	5.0	2.5	0.0	5.0	2.5	0.0	_____	5.0	2.5	0.0	_____

\_\_\_\_\_  
Team's Representative Signature

\_\_\_\_\_  
Total

\_\_\_\_\_  
Total

\_\_\_\_\_  
Team's Representative Signature

Each organizer (or school) may place titles, logos, and additional information as desired and useful. The number of boards and the points scored varies by conference, tournament, or match—adjust as needed. One day events and many conferences and the IHSA use the above scoring.

# ILLINOIS CHESS COACHES ASSOCIATION

<http://www.ilchesscoach.org/>



Name of Coach \_\_\_\_\_ Years as Coach \_\_\_\_\_

School Name \_\_\_\_\_

School Address: Street \_\_\_\_\_

City \_\_\_\_\_

State Illinois zip code \_\_\_\_\_

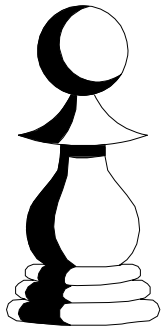
School Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Subject(s) Teaching \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Email address \_\_\_\_\_

Chess Conference Affiliation \_\_\_\_\_



If not joining, you are encouraged to submit this form in order to be placed on the ICCA e-mail list to be informed of chess information and tournaments. Thank you.

---

## ICCA dues are \$15.00.

Dues support ICCA programs promoting chess for Illinois students.

MAKE CHECKS PAYABLE TO

**Illinois Chess Coaches Association or ICCA**

RETURN TO: George Dzuricsko  
4401 Buckley Road  
Lisle, IL 60532

