



**ICAPGen**<sup>TM</sup>  
The International Commission for the Accreditation of Professional Genealogists

# **Guide to Applying for an Accredited Genealogist<sup>®</sup> Credential**

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# INTRODUCTION

The International Commission for the Accreditation of Professional Genealogists, internationally recognized as ICAPGen, is a professional credentialing organization dedicated to testing an individual's competence in genealogical research. The organization is administered by a board of qualified Commissioners with many years of experience.

Examinations are given to applicants demonstrating sufficient theoretical and practical research backgrounds. A different exam is given for each geographical region, so individuals who pass an exam are rightfully designated as research experts in that region. Exams may also include subjects of specialization. See the ICAPGen website for a current list of regions of accreditation and specialty: <https://www.icapgen.org/testing-regions/>

There are many benefits to becoming an Accredited Genealogist professional. Some of these include:

- Holding a highly-respected credential that has been recognized by the professional genealogical community for over fifty years;
- Independent verification of genealogical skills and knowledge;
- Specialized expertise in specific regions of the world;
- Increased credibility based on adherence to ICAPGen's Code of Ethics;
- Greater marketability as a practicing professional genealogist;
- Opportunities to serve within the ICAPGen organization; and
- Holding a credential accepted by most courts for expert witness testimony in estate and kinship matters.

In addition, ICAPGen will:

- Provide an AG identification card and a certificate for display;
- Provide space on the ICAPGen website for a customized bio of the AG professional that can include contact information, research specialties, and other relevant service related information;
- Upon request, provide a letter of introduction for the AG professional;
- Defend the AG credential and certification marks; and
- Act as an intermediary in protecting interests of both the consumer and the AG professional.

To learn about the history of ICAPGen and the accreditation program, refer to Jill N. Crandell, AG, "Chapter 23: A Brief History of the Accreditation Program," in *Becoming an Excellent Genealogist: Essays on Professional Research Skills* (2012). The book is available for purchase here: <https://bit.ly/2MgbHms>

Read the ICAPGen mission statement here: <https://www.icapgen.org/about-icapgen/mission-statement/>

## Professional Ethics

AG Professionals are expected to adhere to high professional ethics at all times. They are required to sign a Professional Ethics Agreement when they first become accredited and again every five years when they renew their credential(s). By signing the Professional Ethics Agreement, an AG professional agrees:

- To conduct himself in a professional and respectful manner at all times.
- To never cause or permit any action that could harm ICAPGen, ICAPGen members, the reputation of ICAPGen, the goodwill associated with the marks and/or with ICAPGen, or the business or other interests of ICAPGen.
- To never engage in illegal, deceptive, misleading, or unethical practices; or advertise or otherwise represent his services or accreditation status in a misleading or deceptive manner.
- To reply promptly to all communications that concern his work and/or conduct as an AG professional.
- To clearly inform his patrons of his fee schedule, the use of others in the discharge of his work, methods of reporting his progress and findings, his areas of accreditation, and his status as an AG professional.
- To make regular written reports to his clients.
- To establish and maintain an accounting system to protect and segregate funds deposited by his clients until he has performed services corresponding to the amount on deposit.
- To adhere to ICAPGen's code of ethics.
- To hold ICAPGen and its representatives harmless from any and all claims, suits, causes of action, losses, damages, liabilities, costs, charges, and expenses arising from or related to: (i) his exercise of any of his rights and/or obligations under the terms of this agreement; (ii) any actions performed or neglected to be performed by any third parties under his direction and/or control; and (iii) any breach of this agreement by him.
- To allow ICAPGen to inspect and review any materials he has produced that bear any of ICAPGen's marks to ensure these marks are being used properly and to cooperate with ICAPGen in implementing any corrective measures that ICAPGen may require of him.
- To maintain the confidentiality of all information provided to him by ICAPGen including, but not limited to, tests, standards, marks, and business operations, processes, and strategies. He understands that any such material is the sole property of ICAPGen and agrees to never disclose any such material to any third party without the express written consent of ICAPGen. He agrees to return all such materials to ICAPGen immediately upon request.

This list summarizes key points found in ICAPGen's official Professional Standards Agreement but does not represent the complete agreement. ICAPGen reserves the right to update and modify the Professional Standards Agreement as needed.

# ACCREDITATION PROCESS OVERVIEW

ICAPGen provides testing for many regions of the world. Region-specific testing enables ICAPGen to assess an applicant's knowledge of the key records, history, geography, methodologies, and language of the region of interest. See the ICAPGen website for a current list of available testing regions and specialties: <https://www.icapgen.org/testing-regions/>

The accreditation process involves three levels of testing of the applicant's skills and knowledge. All levels must be passed with a 90% or higher score. Projects and exams are scored on a rubric to ensure proper evaluation.

## Level 1

Includes completion of an accreditation readiness assessment, a contact information form, and submission of a four-generation research project.

## Level 2

Includes four sections of the written exam which test general knowledge of history, geography, methodology, records, etc. It also includes questions specific to the applicant's chosen region.

## Level 3

Includes two sections of the written exam which test skills in data analysis, research planning, methodology, and report writing. Level three concludes with an oral review.

Candidates receive recognition—a congratulatory letter and acknowledgment on the ICAPGen website—for each level successfully completed. Applicants who successfully pass all three levels are recognized as Accredited Genealogist professionals.

## Scheduling & Fees

On-site testing is given at the Family History Library, Salt Lake City, Utah.

ICAPGen offers regularly scheduled on-site testing days for each level several times per year. See the website for the current testing schedule and deadlines:

<https://www.icapgen.org/testing-dates-and-deadlines/>

Off-site testing may be arranged for those that cannot travel to Salt Lake City, Utah, to take the exam. Custom on-site testing days for special circumstances may also be arranged. Special arrangements for off-site or custom testing days require additional fees as found on the fee chart below. Please contact the ICAPGen testing secretary ([testing.secretary@icapgen.org](mailto:testing.secretary@icapgen.org)) and obtain permission for any special arrangements before paying fee.

Separate fees apply to each of the three levels of testing. Applicable fees must be paid for each testing level as shown in the fee schedule below.

|         | Application Submission | On-site Testing on regularly scheduled testing day | On-site Testing on custom scheduled testing day | Off-site Testing |
|---------|------------------------|--|---|------------------|
| Level 1 | \$100                  |  |   |                  |
| Level 2 |                        | \$100  | \$200   | \$200            |
| Level 3 |                        | \$100  | \$200   | \$200            |

- The full testing fee is required to retest any failed level.
- At any level, if a project is assigned in lieu of retesting, an additional \$20 fee is required.
- All fee payments are good for one calendar year:
  - If the four-generation project is not submitted within one calendar year of the Level 1 fee payment date, the submission fee must be paid again in full.
  - If the Level 2 and Level 3 tests are not taken within one year of the fee payment date for that level, the amount paid is forfeited and another full fee payment will be required.
- Level 2 and Level 3 candidates should pay their fees at least two weeks before taking the exam.

Applicants who do not apply for Level 2 or Level 3 within three years of passing their current level must retake the current level exam and pay the applicable fee before proceeding.

If an applicant/candidate does not successfully pass a level after three attempts, they will be required to wait twelve months and address their deficiencies as described by the Testing Committee before making another attempt.

## Renewal

Accredited Genealogist professionals renew their credentials every five years after they pass the exam to assure that they are keeping current with available sources and research techniques. A renewal must be performed on each credential awarded.

# THE LEVELS PROGRAM

## LEVEL 1 – Application and Four-Generation Project

Level 1 status is attained after the following 6 steps are completed:

- Read ICAPGen Guide to Applying for an Accredited Genealogist Credential (this document)
- Become familiar with the “Regional Resources” list for your chosen region
- Successful completion of the Level 1 Accreditation Readiness Assessment
- Successful completion of the Level 1 Four-Generation Project Self-Assessment
- Completion of a contact information form and payment of Level 1 fees
- Attaining 90% or above on a submitted Four-Generation Project, which is scored on a rubric to ensure it is properly evaluated

### STEP 1: Read the Guide

This guide presents all ICAPGen requirements and guidelines for the accreditation process. Careful study of this complete guide will facilitate preparation of a successful Level 1 Four-Generation Project and passing Level 2 and Level 3 testing.

### STEP 2: Review Regional Resources for Chosen Region

Experience has shown that successful AG candidates have a high degree of familiarity in the use of records, resources and strategies from the “Regional Resources” document for their chosen region. It is required that you review the list for your chosen region and that you have experience with a wide variety of record types from that list. A list for each region is available from the tables located on the Testing Regions page: <https://www.icapgen.org/testing-regions/>

### STEP 3: Take the Accreditation Readiness Assessment

The Accreditation Readiness Assessment will help you evaluate your experience and skill level to determine if you are adequately prepared for the accreditation process. This reflects the minimum experience ICAPGen expects a candidate to have before applying. These skills and experience are very important for a genealogist to have to successfully complete the accreditation process. If you are lacking in any of the items listed in the Assessment, take the

time to improve your skills before applying. A full paper copy of the Assessment can be found in the Appendix of this guide. The paper copy is for reference only, and the Assessment must be taken online to count for the Level 1 requirement.

## STEP 4: Four-Generation Project Self-Assessment

Once a candidate has completed the steps above, they will prepare a Four-Generation Project for submission as part of the Level 1 requirements. The instructions for this project are discussed in the Four-Generation Project Guidelines section of this guide. The Four-Generation Project Assessment will help applicants evaluate their four-generation project to ensure it is ready before submitting it to ICAPGen for grading. A full paper copy of the Assessment can be found in the Appendix of this guide. The paper copy is for reference only, and the Assessment must be completed online to count for the Level 1 requirement.

## STEP 5: Contact Information & Fees

When a candidate has completed Steps 1-4, he or she is prepared to pay the Level 1 fees and begin the accreditation process. Because fees are only good for one year they should not be paid until the four-generation project is ready to submit.

Fees must be paid before completing the “Contact Information Form.”

The “Contact Information Form” is used to gather information needed to process your fees and assign you an application number. The form is completed online. The following information is needed to complete the “Contact Information Form”:

- Your Name
- Phone (both day and night time)
- Email Address (Used by the testing secretary to send instructions for uploading your four-generation project. Be sure it is entered correctly.)
- Mailing Address
- Region for which applicant is applying.
- Testing session applicant wishes to test.
- If applicant wishes to test somewhere other than Salt Lake City, Utah, enter the locality where applicant wishes to take the test. (Additional charges apply. See Fee Schedule for details.)
- Did applicant mark yes to all items on the Accreditation Readiness Assessment? Yes or no.
- The order number (confirmation code) given you after paying fees.
- We practice blind rating. The testing secretary assigns an application number by which the applicant is identified throughout the testing process.



## STEP 6: Four-Generation Project Submission

After fees are paid and the “Contact Information Form” is processed, the testing committee secretary will email the applicant instructions on how to submit their Four-Generation Project electronically. Allow three-five (3-5) business days processing time for instructions to be emailed.

**A Note About Level 1 Project Rating:** Our goal is to process ratings as soon as possible. However, rating Level 1 Projects is a multi-step process that relies on the volunteer efforts of busy AG professionals. Please allow up to 3 months to receive your Level 1 results.

**When you are ready to complete each of the 6 steps for Level 1, please visit the Apply Now page on the website to officially submit all forms:** <https://bit.ly/2nvKcXO>

## Four-Generation Project Guidelines

The purpose of the ICAPGen Four-Generation Project is to test an applicant's ability to:

- Conduct research based on a well-defined objective
- Report all research findings, analysis of evidence, and conclusions based on that evidence, as if to a client
- Properly apply the following relevant context to the research objective
  - Historical
  - Geographical
  - Legal
  - Methodological
  - Social

*General guidelines for the project:*

- The research project requires a treatment of four couples in a direct lineal ancestry, e.g., child, parent, grandparent, and great-grandparent. It may follow the male or female ancestral lines or it can be a combination of both.
- The project should present four connecting generations who lived within the same geographic region.
- Each generation of the families submitted must have lived in the region of interest for at least a portion of their lives, e.g. the earliest generation may have been born outside the region of interest, but died in the region; the most recent generation may have been born in the region of interest, but died outside the region.
- The presentation of four connecting generations in the project should represent the applicant's knowledge of a variety of records useful at different times in the chosen region. The regional focus allows for practice in records that might be included in the written exams.
- The person of interest on the most recent generation must have been born on or before a rolling birth date 80 years before the submission of the project, e.g. if a project is submitted in 2018, the most recent ancestor must have been born on or before 1938; in 2019 the birth date cut-off changes to 1939.
- The beginning ancestor must have a spouse and children.

*The project should include the following components:*

### *Report*

The four-generation research report should present research findings and conclusions as if to a client. It should demonstrate research strategies and methodology appropriate for the region.

Consistent use of original sources (when available) should be reflected in the report. Report formats may vary; however, every report should include the basic components listed below:

- **Research Objective:** The research objective should be stated at the beginning of the report. The complete name of the beginning ancestor and key identifying information such as birth date, birth place, and relationship should be given in the research objective or in a background section at the beginning of the report.
- **Background Information:** A brief summary of the factual history of the ancestor or family relevant to the research problem is needed at the beginning of the report. Background information includes the full name of the ancestor(s) or family of interest; all pertinent dates, birth, marriage, and/or death dates (if not known, approximated); event localities (known or approximated); known family relationships, and a summary of previous evidence that relates to the research problem.
- **Evidence Analysis:** The information presented in the report needs to be properly analyzed and support the conclusions discussed in the report. Explanations of how the evidence supports conclusions may differ according to the applicant's preferred writing style. The important thing is not how the evidence is explained, but that the writing style is consistent and the explanations display sound reasoning and prove the applicant's conclusions. The report narrative must also clearly show how supporting evidence proves any generational or familial relationships.
- **Source Citations:** Each fact or piece of information should be consistently cited with a complete and well-placed source citation. ICAPGen does not require any particular citation style as long as it is consistently used. The citations should include enough information for the source used to be easily located.
- **Transcriptions, Abstractions, and/or Translations** (if in a language other than English): Transcriptions, abstracts, or translations of key records that identify or link generations need to be within the body of the report. Large documents should be abstracted.
- **Summary:** A summary of research results is required in every four-generation report. It should include a recapitulation of the research objective with conclusions made during the research process that are based on solid evidence and sound research methodology. Researchers decide placement of summaries according to individual preference. For example, summaries can be placed:
  - after the statement of the research objective as a preview of research results.
  - at the end of each individual generation to conclude the section.
  - at the end of the report as a discussion that includes all four generations.
- **Future Research Recommendations:** Should be specific and applicable to the stated goal or related to a new goal. They should also include the reason for each search. These recommendations set the direction for future work.

An average size four-generation project research report is between 25-40 pages. Only the body of the report is included in the page count. No other pieces of the project are counted toward this page count. **Projects with reports over 40 pages will not be accepted.**

ICAPGen requires that candidates adopt an ascending format for the four-generation research report, i.e. begin with the most recent ancestor and work back to the remote ancestor. Descending format accepted under special circumstances with *prior approval* of the testing committee. Before paying fees contact the testing secretary ([testing.secretary@icapgen.org](mailto:testing.secretary@icapgen.org)) for permission to do so.

### *Pedigree Chart*

A pedigree chart showing the four generations in the study is required as part of the four-generation project. (This means the four families in the study.) The pedigree should reflect the following:

- The individual in the most recent generation was born at least 80 years before the date of the project submission, and was married with children.
- The pedigree chart displays only the four generations (families) in the study.
- All dates and places designated on the chart (i.e., born, baptism, marriage date, marriage place, death, death place) for each couple is complete with either exact or approximated information from sources.
- Items on the pedigree chart match items on the family group sheets.

### *Family Group Sheets*

At least four family group sheets are required (one for each couple represented on the pedigree chart). If anyone on the pedigree was married more than once, you must also submit family group sheets for those additional marriages. Those marriages do not need to be fully discussed in the report unless that family is key to proving the generational links. Instead, refer the reader to the family group sheet. The family group sheets should contain the following:

- Complete event dates and places on each individual listed on the record (dates and places may be approximated). It is understood that some vital information might not be attainable. However, a reasonable effort to find such information should be reflected in the research log or report.
- Information on all children in the family is included. Details on living people may be left off and referenced on the family group sheet using the word "living."
- All events should be sourced with consistent citations.
- Information on family group sheets should match information on the pedigree chart and in the report.

The pedigree and family group sheets should be submitted in PDF format created from personal genealogical software (e. g. Ancestral Quest, Legacy, RootsMagic, etc.). ICAPGen does not accept GEDCOM files or databases. No forms from online family trees like FamilySearch Family

Tree or Ancestry.com Trees are allowed. Online family trees do not allow the same features that ICAPGen measures as part of the application.

### *Source Documents*

Key source documents referred to in the four-generation project need to be submitted with your project. The requirements for documents are as follows:

- Digital copies (images) of *key* source documents need to be submitted with the four-generation project. **No more than 40 documents will be accepted.** If more than 40 documents are submitted, applicant will be asked to remove excess documents from the project folder *before* project will be rated.
- Documents submitted should provide generational linking evidence and be discussed at length in the research report.
- The documents should be properly referenced in the report, research logs, and family group sheets.
- The images should be readable without adjustments. For instance, raters, should not have to rotate images to read them.
- Images should be labeled with a document number and a citation on the front of them so that someone can easily tell which image belongs to which record referenced in the report, research log, and family group sheets.

### *Research Log*

It is required that research logs be submitted as part of the four-generation project. Your research logs will be evaluated based on the following criteria and should include:

- Names of persons, events, or records searched.
- The repository or website where the item was found.
- A description of the source used, i.e. type of record, time-period covered, etc.
- A call number, film number, or URL (include the date accessed) of each record searched.
- Document numbers for all documents located.
- Positive and negative search results.
- Complete citations for all sources.

**The Level 1 Four-Generation Project Self-Assessment in the Appendix of this guide can help ensure you have included all the proper requirements in the project.**

## LEVEL 2 – Written Exam

### Overview

*When Level 1 recognition has been attained the candidate may take up to three years to apply for the Level 2 testing.*

*Level 2 tests may not be scheduled until after receiving a score of 90% or higher on the Level 1 submission.*

The Level 2 exam includes four sections: General Knowledge, Handwriting, Document Recognition and Internet Sources/Electronic Databases. The Level 2 exam lasts over four hours. Level 2 status is achieved by attaining a score of 90% or better on sections 1-4 of the written exam.

The candidate will use a facility computer for research and testing. The exams are open book, including the Internet. The candidate may bring a paper and/or digital research reference guide to use during the test. The candidate's digital research reference guide can be copied to the facility computer and will be deleted from that computer at the end of the test session. See the Preparation Resources section of the ICAPGen website for more about creating a research reference guide: <https://www.icapgen.org/preparation-resources/>

### Test Sections

#### **Section 1: General Knowledge**

This section tests the candidate's general knowledge of facts pertaining to the history, geography, research methodologies, and records of the region being tested. Questions about historical events that affect research in the candidate's region of interest may be asked, along with questions about types of records available in the region of interest-their content, availability, and coverage.

#### **Section 2: Handwriting**

The candidate's ability to read a genealogical document (or documents) relative to the region and time period are tested in this section. Be prepared to transcribe and answer questions about a handwritten document from an early time period from the chosen testing region.

If the candidate is accrediting in a region which the native language is a language other than

English, he/she will be expected to accurately translate documents of genealogical significance written in that language into English.

### **Section 3: Document Recognition**

Potential clients sometimes provide documents with insufficient citations, or no citations at all which a professional genealogist needs to know. The candidate will be tested on their ability to identify a variety of important types of documents and reference sources for their chosen region.

### **Section 4: Internet Sources and Electronic Databases**

The candidate will be tested on their knowledge of the content of Internet sources and electronic databases create by non-profit groups and commercial organizations relating to their geographical area.

## LEVEL 3 – Written Exam and Oral Review

### Overview

*When Level 2 recognition has been attained the candidate may take up to three years to apply for the next level of testing.*

Level 3 includes a written exam with two sections, and an oral review. The oral review is scheduled after the written exam is passed with a score of 90% or better. Level 3 status is achieved with a score of 90% or better on section 3 of the written exam and by passing the Oral Review.

The written portion of Level 3 exam lasts over four hours. The candidate will use a facility computer for research and testing. The exam is open book, including the Internet. The candidate may bring a paper and/or digital research reference guide to use during the test. The candidate's digital research reference guide can be copied to the facility computer and will be deleted from that computer at the end of the test session. See the Preparation Resources section of the ICAPGen website for more about creating a research reference guide: <https://www.icapgen.org/preparation-resources/>

### Test Sections

#### **Section 1: Research Planning**

This section is allotted one hour to complete. Research Planning tests the candidate's ability to analyze a research problem and plan effective research. Candidates will be asked to list the sources they would search to research each problem and explain what they would expect to find in those sources. This exercise does not include any actual research.

Candidates will need to use localities and dates from the provided question, basic pedigree or document presented on the exam to develop a proper research plan. An understanding of the importance of name variations and the ability to recognize date inconsistencies (e.g. the child's birth date listed as before that of a parent) are needed to do well on this section of the exams.

Candidates may consult their own resources, Internet resources such as: library catalogs, wikis, or search engines for possible records and availability.



## Section 2: Research Project

The Research Project gives the candidate the opportunity to prove expertise by producing high quality research in three hours, recreating a real-world experience. The candidate's abilities in data analysis, research planning, methodology, and report writing is tested through a practical genealogical problem that will be given to the candidate at the beginning of the exam. The candidate needs to create a research plan, conduct research and write a report as if to a client within a four hour time limit. This exam section is not only about finding new information but also about the research process. It is not unusual for only  $\frac{1}{3}$ - $\frac{1}{2}$  of the allotted time to be used for actual research, and the rest for assembling the other parts of the project.

The report should state a research objective, detail the results of the candidate's research, give a summary of results, and make recommendations about research that needs to be done in the future.

As expected with any client research project, the following elements must be turned in at the end of allotted time for the Final Project:

- The completed client report
- The completed research log
- The completed pedigree chart
- All family group sheets
- Photocopied or electronic documents found during research

These items may be created digitally on the provided computer, or handwritten on the provided forms, or in any combination of digital and handwritten. In addition, all notes you have written and scrap paper used during the test, and the research problem and instructions must be turned in at the end of the exam.

**The grading rubric for the Level 3 Research Project can be found in the Appendix of this guide. Use the rubric to understand what is expected in the project to ensure you are prepared for the Level 3 exam.**

## Oral Review

Candidates are scheduled for an oral review after passing the written exams at 90% or better for Level 2 and 3. The Oral review is considered part of Level 3, so no separate fee is required. Oral reviews last about two hours. Oral reviews for candidates who tested off-site will be done via a video chat service such as Skype or Google Hangout and scheduled during a quarterly oral review day. During this interview, a few AG professionals in the region of interest will ask questions to determine the candidates overall readiness for accreditation.

### **Questions may include the following topics:**

- The four-generation project submitted with the initial application.
- Questions the candidate missed on the written portion of the exam.
- Questions related to the region of interest along with questions on general genealogical principles.
- Candidates may also ask questions concerning the test or the testing process.

# PREPARATION RESOURCES

ICAPGen provides several tools and resources on the website to help interested persons improve their genealogical skills. The ICAPGen accreditation requirements are rigorous to ensure those who are awarded a professional credential produce professional results. However, earning a credential is attainable with adequate preparation, study and work.

We encourage all those interested in improving their genealogy research skills and attaining professional status to visit the website and work through the preparation resources provided there.

Preparation Resources: <https://www.icapgen.org/preparation-resources/>

We also encourage interested parties to look at the requirements on the Accreditation Readiness Assessment. Obtaining all the experience listed on the assessment will take a genealogist far in the quest to improve their skills. A copy of the readiness assessment can be found in the Appendix of this guide.

# APPENDIX

## Accreditation Readiness Assessment

The Accreditation Application Readiness Assessment helps you determine if you have the experience and skills to successfully apply to become an accredited genealogist. If the response to any item on the questionnaire is no, get more experience with that item before applying. The assessment in the guide is for your perusal only.

*Please complete the official Readiness Assessment online as part of the Level 1 requirements.*

| Readiness Assessment  |     |    |
|---|-----|----|
| Requirement   | Yes | No |
| It is required that all applicants review and apply the guidelines with the "Guide to Applying for an Accredited Genealogist Credential". Have you read the guide?  |     |    |
| Have you read the Professional Ethics section of the Guide, and agree to adhere to these principles in your genealogical work?  |     |    |
| Have you selected a region to specialize in?<br>Which region? _____   |     |    |
| An applicant must have a minimum of 1000 hours of combined genealogical research experience and genealogical education before submitting an application. Do you have 1000 hours or more of this kind of experience? (Someone with a CG or AG in another region may reduce this requirement by half of the number of hours.) |     |    |
| Of the 1000 hours of combined genealogical experience from the above question, more than 500 of those hours should be research experience in the records of your chosen region. Do you have 500 hours or more of this kind of experience? (Prior CG or AG may reduce this requirement by half.)                             |     |    |
| An applicant is expected to have at least 80 hours of experience researching in nationwide record types of their chosen region. Do you have 80 hours of   |     |    |

|  |  |  |
|--|--|--|
| experience using nationwide record types from your chosen region? (Prior CG or AG may reduce this requirement by half.)  |  |  |
| It is expected that a minimum of 80 hours be spent researching in the records of each administrative division of your chosen region (i.e. state in the U.S., province in Canada, county in England, etc.). Do you have 80 hours of this type of research experience in each administrative division in your chosen region? (Prior CG or AG may reduce this requirement by half.)   |  |  |
| It is required that you review the "Testing Regions" page for your chosen region of accreditation. Have you reviewed this page?  |  |  |
| It is expected that you have experience using a variety of record types from the "Regional Resources" document found on the "Testing Regions" page for your chosen region. Have you used a variety of record types from the list for your chosen region?   |  |  |
| It is expected that you have used at least 10 of the most relevant repositories for your chosen region. These must include both offline (e.g. archives, libraries, courthouses) and online repositories (e.g. FamilySearch.org, etc.) For example, two archives, one courthouse, two libraries, and five internet sites would count as 10 repositories. Have you used at least 10 of the most relevant repositories for your chosen region, including both offline and online? |  |  |
| An applicant must have spent 100 or more hours reading and using old documents in the primary language(s) of your chosen region. Have you met this requirement?  |  |  |
| It is expected that you have experience writing research reports for your own research and/or for research that you have accomplished for others. This includes among other things, being able to show written proof of the conclusions found in your research, using citations and recording your findings in a research log. (Check the guide for additional report writing requirements.) Do you have this kind of writing experience?                                      |  |  |
| It is expected that you regularly participate in professional development activities such as reading books, reading professionally written reports in well-known genealogy publication, attending genealogy conferences and institutes, and watching webinars. Do you regularly participate in professional development activities?  |  |  |

## Level 1 Four-Generation Project Self-Assessment

This self-assessment, based on the grading rubrics for the Level 1 Four-Generation Project, will help you determine if your project meets the extensive requirements before you submit it for grading. Remember, the Four-Generation Project must be passed with a 90% or higher composite score before candidates may advance to the next level. This paper version of the assessment is for your study and perusal only. *Please complete the official Four-Generation Project Self-Assessment online as part of your Level 1 requirements.*

For your reference, the grading scale is as follows:

| ICAPGen Grading Scale       |   |
|-----------------------------|---|
| Meets requirement           | Applicant meets the outlined requirement 90% of the time or more          |
| Mostly meets requirement    | Applicant meets the outlined requirement 80-89% of the time               |
| Often meets requirement     | Applicant meets the outlined requirement 70-79% of the time               |
| Sometimes meets requirement | Applicant meets the outlined requirement 60-69% of the time               |
| Does not meet requirement   | Applicant does not meet the outlined requirement at least 60% of the time |

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| <b>Part A: This portion of the rubric will help you determine if your project meets the requirements for general skills, grammar, and formatting.</b>  |       |                   |
|--|-------|-------------------|
| Requirement  | Meets | Does not yet meet |
| <i>Report Presentation: The following questions pertain to the report presentation.</i>  |       |                   |
| The report was neat, cohesive, and professionally presented with a clear division of topics and subtopics.   |       |                   |
| The writer demonstrated good writing skills. The report was organized and easy to follow. Good transitional statements facilitated the flow of thought from one section to another. Sentences were well-constructed. |       |                   |
| The writer included an analysis of much of the evidence that was presented in the report.  |       |                   |
| The report contains few typographical or grammatical errors.   |       |                   |
| The writer was consistent with the usage of 1st, 2nd, or 3rd person.   |       |                   |
| The majority of the report focuses on records in the accreditation area of interest.   |       |                   |
| Each genealogical fact stated in the report, such as the name of a parent or a birth date or birth place, is supported by a quality source as evidenced by a footnote citation.                                      |       |                   |
| All four generations were discussed in the written report. All four generations were clearly differentiated from each other and each received its own careful treatment.   |       |                   |
| The report states what was known about the ancestor before the research began.   |       |                   |
| A summary of the research results was provided at the end of each section OR in the general conclusion of the report.  |       |                   |
| The objective of the research is addressed in the conclusion of the report.  |       |                   |
| The report maintained its focus on the research objective.   |       |                   |

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| <p>The research objective is stated at the beginning of the report. It includes the complete name of the beginning ancestor and key identifying information such as birth date, birth place and relationship. (If this information is in a background section it is acceptable.)</p>   |  |  |
| <p><i>Citations: The following questions pertain to the citations used throughout the report.</i></p>  |  |  |
| <p>Source citations are <b>complete</b> and include: author, title, publication information, URL (date accessed) and other descriptive details.</p>  |  |  |
| <p>The source citation format used by the writer was <b>consistent</b> throughout the project. i.e. Citations in the report, the research log, the family group sheets and the documents match each other. Please note: ICAPGen does not require any particular citation style, but the citations need to be consistent throughout the project.</p>  |  |  |
| <p>A pedigree chart that displays only the four generations in the study is included with the report. All events, dates and places designated on the chart (i.e. birth, birth place, marriage, marriage place, death, death place) for each couple in each generation are complete with exact or approximated information from sources. Items on the pedigree chart match items on the family group sheets, including <b>consistent</b> place names.</p>   |  |  |
| <p><i>Family Group sheets: The following question pertains to the family group sheets included with your project.</i></p>  |  |  |
| <p>At least four family groups sheets (one for each generation represented on the pedigree chart) with sources should be included in the project. If someone on the pedigree chart was married more than once, a family group sheet for each of their marriages should be submitted with the project. Each family group should contain sibling information, including birth, marriage and death dates and places. It is understood that some vital information might not be attainable. However, a reasonable effort to find such information should be reflected in the research log or report.</p> |  |  |
| <p><i>Research Log: The following question pertains to the research log(s) included with your project.</i></p>   |  |  |
| <p>Research log(s) meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>● Names of persons, events or records searched</li> <li>● The repository or website where the item was found</li> <li>● Description of each source (including type of record, time period covered, etc.)</li> </ul>  |  |  |



|  |       |                   |
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| <ul style="list-style-type: none"> <li>• Call number, film number or URL (with date accessed) of each record searched</li> <li>• Document numbers for all documents located</li> <li>• Includes negative searches</li> <li>• Complete citations for all sources</li> <li>• Purpose of each search</li> </ul> |       |                   |
| <i>Documents: The following question pertains to the documents submitted with your project.</i>  |       |                   |
| All documents are properly referenced in the report to an image of the original document. The image is readable without adjustments.   |       |                   |
| <b>Part B: This portion of the rubric will help you determine if your project meets the requirements for region specific skills, methodology and evidence analysis.</b>  |       |                   |
| Requirement  | Meets | Does not yet meet |
| <i>Methodology: The following questions pertain to the methodology used throughout the report and project.</i>   |       |                   |
| Original sources were used consistently when available.  |       |                   |
| The correct records for the area and time period are used in an appropriate manner, and they are used in a logical order.  |       |                   |
| Reasons are given in the written report and log that explain the purpose of searching records or explain what valuable information the researcher expected to find in the records.   |       |                   |
| Research strategies are employed that reflect laws, customs (i.e. naming patterns or inheritance), historical background, jurisdictions and record access typical for the accreditation area. These items are explained in the report.   |       |                   |
| A comparison of the project's stated objective, the research logs, and the evidence analyzed indicates that the research was accomplished in an acceptable manner.   |       |                   |
| The report clearly explains the significance of key findings provided in the documents.  |       |                   |
| <i>Evidence Analysis: The following questions pertain to the evidence analysis shown in the report.</i>  |       |                   |
| All genealogy terminology was used correctly.  |       |                   |

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| The evidence presented is properly analyzed and correctly interpreted.  |  |  |
| Solid conclusions were made that were fully supported by the evidence presented in the report. No unjustified conclusions or hasty generalizations were made. The evaluation was not "tailored" to fit a preconceived notion. |  |  |
| All conflicting evidence presented in the report is fully addressed and, where possible, conflicts are resolved appropriately.  |  |  |
| The report makes appropriate connections, shows coherent thinking, recognizes and provides analysis of assumptions and inferences, and provides compelling conclusions or syntheses.  |  |  |
| All generational links are proven with supporting evidence.   |  |  |
| The research findings are presented clearly and in a logical order.   |  |  |
| Good suggestions for future research to solve the stated research objective, or to support a new research objective, are included.  |  |  |
| <i>Documents: The following questions pertain to the documents included with the project.</i>   |  |  |
| Key documents that support the links between the generations and within a family unit are ready to submit with the report.  |  |  |
| Key records that identify or link generations need to be transcribed or abstracted (translated if in a language other than English) within the body of the report. Long documents should be abstracted.                       |  |  |
| <i>Sources: The following questions pertain to the sources used for the report and project.</i>   |  |  |
| Sources are included to support each fact given in the report and on the family group sheets. The sources used to support each fact are the best available for the time frame and region.                                     |  |  |
| The source citations in the report indicate that appropriate websites have been used and that the information from the websites has been integrated within the report.  |  |  |
| <i>Blind Rating: The following question pertains to every portion of the project.</i>   |  |  |
| ICAPGen practices blind rating. Did you remove your name off everything associated with your project? i.e. the pedigree chart, all family group sheets, all document images, and the report pages of your submission          |  |  |



## Level 3 Research Project Grading Rubric

This self-assessment, based on the grading rubrics for the Level 3 Research Project, will help you understand the requirements expected in the Research Project before you take the test. Remember, the Level 3 Research Project must be passed with a 90% or higher score before candidates may advance to the Oral Review.

For your reference, the grading scale is as follows:

| ICAPGen Grading Scale       |   |
|-----------------------------|---|
| Meets requirement           | Applicant meets the outlined requirement 90% of the time or more          |
| Mostly meets requirement    | Applicant meets the outlined requirement 80-89% of the time               |
| Often meets requirement     | Applicant meets the outlined requirement 70-79% of the time               |
| Sometimes meets requirement | Applicant meets the outlined requirement 60-69% of the time               |
| Does not meet requirement   | Applicant does not meet the outlined requirement at least 60% of the time |

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| <b>Level 3 Research Project Grading Rubric</b>  |       |                   |
|---|-------|-------------------|
| Requirement   | Meets | Does not yet meet |
| <b>Part 1: Required Test Item Parts</b>   |       |                   |
| 1. The candidate's research log included these essential items: <ul style="list-style-type: none"> <li>○ The name of the person, event, or item to be searched.</li> <li>○ Each source used was documented on the research log with sufficient information about it for others to find the same information (i.e. names of repositories, including call numbers, or URL addresses for each source.</li> <li>○ Both positive results and negative results (if any) of all searches were listed.</li> <li>○ Document numbers assigned to documents were listed or extracts from the documents were included.</li> </ul> |       |                   |
| 2. A pedigree chart was included showing details gleaned from the research.   |       |                   |
| 3. Family group sheets were included showing the results indicated by their research findings.  |       |                   |
| 4. The candidate included images (copies) of original documents that helped solve the research problem. Documents were numbered and cross-referenced in the research log and report.  |       |                   |
| <b>Part 2: Client Report</b>  |       |                   |
| 5. The research objective of the report included all identifying information supplied by the research problem.  |       |                   |
| 6. All research findings from the sources were discussed in the written report.   |       |                   |
| 7. A summary about the research conducted was addressed in a concluding paragraph in the report <u>or</u> summarized after each finding.  |       |                   |
| 8. As the applicant presented genealogical statements (of facts) in the report, the stated facts were consistently supported by appropriate sources referenced by citations in footnotes, embedded notes, or  |       |                   |

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| <p>endnotes in the report. (Complete citations are not required in the report if they are listed on the documents or the research log and referenced by an assigned document number in the report.)</p>  |  |  |
| <p>9. Future research suggestions were given in the report and included:</p> <ul style="list-style-type: none"> <li>○ What was expected to be found in the records suggested.</li> <li>○ If the research objective was met, suggestions to meet a new goal; or if the research objective was not met, suggestions to continue research toward meeting the objective.</li> <li>○ Suggestions for follow up on any clues found during the research process needing to be pursued.</li> <li>○ Sources identified at the onset of the research not searched during the exercise because time ran out before it could be accomplished.</li> </ul> |  |  |
| <b>Part 3: Research Strategy, Research, and Evaluation of Evidence</b>   |  |  |
| <p>10. The objective of the research problem was met or if it was not, reasonable progress was made within the time allotted.</p>  |  |  |
| <p>11. The candidate used good research strategies to achieve the research objective in the expected manner as evidenced by:</p> <ul style="list-style-type: none"> <li>○ Sources searched or listed to be searched were appropriate for the time period and region of the research problem.</li> <li>○ All the entries in the report are supported by entries in the research log.</li> </ul>   |  |  |
| <p>12. Careful evaluation of the evidence was demonstrated by:</p> <ul style="list-style-type: none"> <li>○ Reporting on details gleaned from each source,</li> <li>○ Explaining what those details meant considering the problem,</li> <li>○ Discussing the context in which the information was found <u>if</u> that changed the interpretation of the evidence, or the evidence’s impact on the research objective.</li> </ul>  |  |  |
| <p>13. The evaluation of the information was accurate and comprehensive;</p> <ul style="list-style-type: none"> <li>○ A correct interpretation of the findings was stated;</li> <li>○ Any finding inconvenient to the researcher’s purposes was not ignored, nor was the evaluation “tailored” to fit a specific purpose;</li> <li>○ No unjustified conclusions were made. For example, “the widow was the mother of all the children named in a man’s will.”</li> </ul>   |  |  |