# INSTRUCTOR/EVALUATOR/PROCTOR HANDBOOK
# GENERAL INFORMATION

This planning template should be used by the Lead Instructor
and Lead Evaluator in planning this course.

*July 2025*

# IMPORTANT RULES

1. All classes require at least 15 days notification to the State prior to the start date.
2. Retests must be at least seven days out.
3. The Lead Instructor cannot serve as the Proctor or Evaluator.
4. The Lead Instructor must be at least an Instructor I.
5. The Lead Evaluator must hold an Instructor II or Instructor II/III certification for the class that they are evaluating.
6. The Lead Evaluator cannot evaluate skills that they have helped teach as a part of the class.
7. The Lead Instructor manages and oversees the delivery of a certification course. These responsibilities cannot be deferred to other instructors or outside contractors.

# HOW TO REGISTER A CLASS WITH THE STATE

Prior to starting an application, please have the following information in hand: Lead Instructor name and PSID, Lead Evaluator name and PSID, Proctor name and PSID, contact person name and PSID.

1. Go to the Acadis Portal and either log into your account or create one if you don't already have one.
2. Select the Academy Resources Tab at the top, then select Complete a Webform. Select Fire - Certification Course Request.
3. From the Course Name dropdown, choose the type of class you are going to offer.
4. Select Private Course if this is a class you don't want available for anyone to register for the course, and it is limited to select departments.
5. Select the test date, understanding that it must be at least 30 days out.
6. Fill out the required information for the location, Lead Instructor, Lead Evaluator, Point of Contact and Proctor.
7. When you have all of the information entered, hit Submit. It will ask you if you are sure. Hit yes. Your class is now locked and submitted to the State.

# LEAD INSTRUCTOR SECTION

## Important Rules

- The Lead Instructor cannot serve as the Proctor or Evaluator.
- The Lead Instructor must be at least an Instructor I.

## Customizing the Presentation

Instructors may customize presentations to meet local needs; however, all NFPA JPR's must be covered as outlined in course-specific skills sheets.

## Planning Your Instruction

The amount of time allotted to training varies significantly from agency to agency. It is essential that you select any additional material that meets both your jurisdictional requirements and your available time. Use provided sample test questions appropriately to expand the students' learning and judge the effectiveness of the instructor's course presentation. You may use the questions in the curriculum in various ways, for example, as a graded check on progress or as the basis for class discussion. Course skill sheets are provided to benefit the instructor and students; review the required skills to determine how you will include all the skill sheets in your lesson plan.

## Coaching

An Academy Coach will reach out by email prior to the course being approved for registration to gather course information.

## Syllabus

A course syllabus is required to be submitted when registering for the course. The submitted course syllabus should include where, how and what resources will be used to complete the course. The syllabus should identify how much time the Lead Instructor plans for course delivery and practical skill demonstration, practice and evaluation based on the instructor's estimated number of students, instructors, evaluators and resources.

## Quality Assurance

As part of our quality assurance, an Academy Program Manager may reach out to the Lead Instructor, Lead Evaluator and Proctor to coordinate a site visit. These site visits are to ensure quality, consistency and compliance with the educational requirements of the course.

## IFSTA ResourceOne for Instructors and Students

*https://auth.ifsta.org/login*

All instructors and students can be given access to IFSTA ResourceOne accounts. These accounts will assist the instructor by giving them access to plans of instruction, syllabus templates, lesson plans,

PowerPoints, quizzes and tests. Access to these accounts will need to be set up through the IFSTA representative and are free of charge. The only cost for the course will be the cost of any books needed for students.

## Demarcation of Training vs. Testing for the Skills Portfolio

The entity shall demonstrate that credit is not given for skills accomplished during training, class work or other means outside the testing mode. Testing can be accomplished during the same time period as training if there is a distinct line between the training mode and the testing mode of that time period.

## Code of Ethics

The personal code of ethics is a public statement by fire service educators and instructors that establishes clear expectations and principles to guide practice and inspire professional excellence. It is the belief of fire services instructors that commonly held set of moral principles and values can assist in the individual exercise of professional judgement.

Those moral principles and values are the core values of the teaching profession as well as the fire service. The individual instructor should integrate these values into their professional and private lives to ensure the equity of their actions and decisions.

As a Fire Service Instructor, you shall:

- Place safety and learning of the student above all other concerns.
- Nurture the intellectual, physical, emotional, social and civic potential of each student.
- Create support and maintain a challenging learning environment for all students.
- Apply your professional knowledge and skills to promote student learning at all times.
- Establish and maintain a clear set of standards for behavior and civility within the learning environment.
- Be a positive role model by displaying those habits of mind and work necessary to develop and apply knowledge while simultaneously displaying courtesy and enthusiasm for learning.
- Strive to affirm the importance and the honor of the profession.
- Conduct both personal and official business in a manner that will inspire confidence and respect of others.
- Never be disrespectful of others in public and private.
- Be committed to your own learning and professional growth in order to further develop in the teaching profession and the fire service.
- Collaborate with colleagues and other professionals in the interest of student learning.
- Recognize cultural and linguistic heritage, gender, family, community, ethnicity and race, and their influences on experience and learning.
- Make decisions and take all actions based on the moral and ethical values of this State and this organization.
- Never allow or participate in cheating of any kind.

## Evaluation Strategy

Evaluation of learning is accomplished by a combination of formal and informal methods. Formative evaluation is accomplished during each chapter through questions by the instructor and a written quiz

at the conclusion of each chapter. The instructor guide for each chapter lists specific questions to be asked which will evaluate participant understanding of the skills and concepts.

Summative evaluation of each chapter is accomplished through a multiple-choice test administered at the end of each chapter.

## Need-To-Know Items for Lead Instructors

1. ALL skills outlined in the Practical Skill Sheets must be completed as outlined on the skill sheets by **ALL** students.
2. Skills may be completed in any order during training.
3. Skills may also be completed in groups such as working a scenario as long as a student fulfills each role/task.

## Students Rights

The primary function of a course of instruction is to deliver the information in an educational forum where students can prepare, learn, practice and test themselves constructively to meet the challenges of the State practical skills and written examination. Students should be provided with the full opportunity to inquire, to question and to exchange ideas during course delivery.

1. Students shall have the responsibility to learn and to respect the rights of others to learn.
2. Students shall also respect the rights of others to teach.
3. Students shall have the right to hear and express various points of view on subjects without fear of reprisal or penalty provided the students recognize the rights of others and the limitations imposed by the laws of libel, slander and obscenity.
4. Students have the right to due process as outlined by the Academy.
5. Students have the right to privacy.
6. Students should be given an opportunity to express opinions concerning the instruction received.

### Request To Have Test Read Aloud

The Americans with Disabilities Act (ADA) is not applicable in certification testing situations as an employer/employee relationship is nonexistent. Indiana administrative rule 655 IAC 1-1-12 (J)(12) states, *"A proctor shall not discuss any test question or possible answer thereto with any student taking the examination."*

# LEAD EVALUATOR SECTION

## Important Rules

1. The Lead Evaluator must hold an Instructor II or Instructor II/III certification for the class that they are evaluating.
2. The Lead Evaluator cannot evaluate skills that they have helped teach as a part of the class.

## General Information

This section of the handbook has been developed to serve as an instructional resource for Lead Evaluators. Evaluators will use this document as a reference while evaluating skills examinations.

Prior to evaluation, the Lead Instructors are to ensure that all students receive training on each course NFPA skill(s). Each student must demonstrate competency through practical skills evaluations. Once a student has passed a skill evaluation, the evaluator shall sign off on the Lead Evaluator Acknowledgement. Once students complete all required skills, the Lead Evaluator shall complete the Lead Evaluator Acknowledgement form certifying that students have been evaluated. Lead Evaluator Acknowledgement forms should be stored in a student's permanent record.

Evaluation can be accomplished during the same time period as training as long as there is a distinct line between the training mode and evaluation mode. There will be no credit given for skills accomplished during training, classwork or other means outside the testing mode.

Evaluators may use this document as a reference while evaluating skills examinations.

This document serves as a guideline that will cover most courses. As written, it is understood that there may be times where adjustments to the equipment, materials list and the task steps will be necessary to complete the objectives. Adjustments may be required if the host department does not have the exact equipment as listed. In this instance an alternative piece of equipment may be used as long as the intent of the objective is met. It may also be necessary to adjust the task steps based on equipment, procedures or manufacturers recommendations. The training entity shall provide facilities and equipment that ensure the health and safety of all participants.

The intent of this document is to ensure that all persons who achieve certification have met the minimum NFPA standard. All persons seeking certification must demonstrate competency in **all** skills. This is true even if the student is not required to perform the skill at his/her fire department. For instance, your jurisdiction does not have any structures that employ the use of sprinklers; therefore, your fire department does not train on sprinkler systems. You will still be required to complete all the sprinkler skills. It will be the responsibility of the Lead Instructor to schedule the use of facilities and/or assemble all props necessary to ensure that training on all skills is completed. The Academy has identified skills that may be difficult to complete by providing guidance that will ensure compliance. The guidance is located on the identified skill sheet. In addition, the Academy recommends the following actions be taken to provide students with quality instruction and a positive learning experience:

- Determine your resource needs and identify where you can get them.
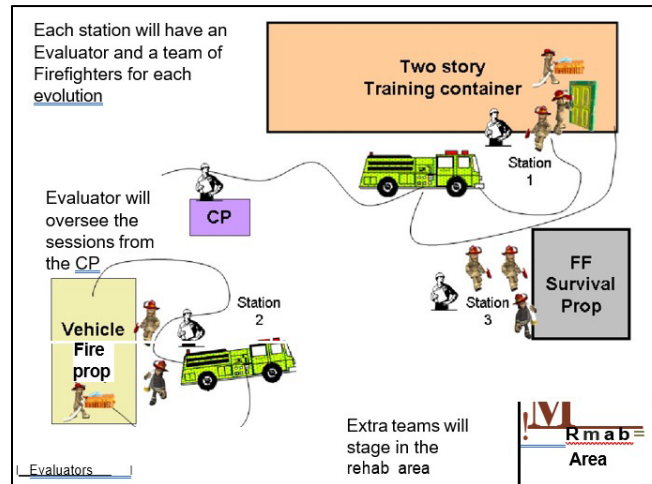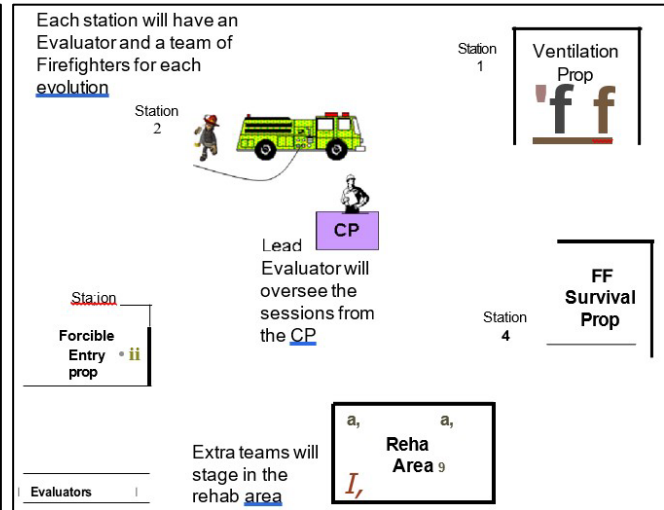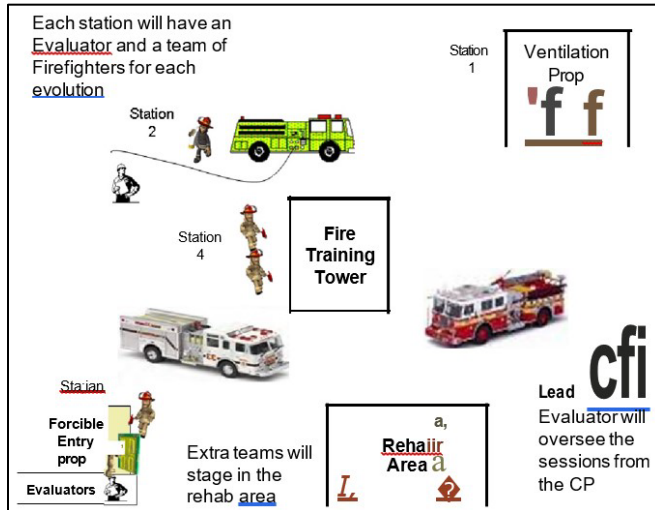  - Props

- o Books
- o Instructors
- o Evaluators
- Conduct skill sessions at a training center.

If you find that you are unable to complete any skill(s), you must contact the Academy Program Manager for your District and provide justification. Your justification will be taken into consideration and further direction will be given. It is critical to preplan your courses to avoid last-minute problems. Failure to obtain a prop will not excuse students from completing any of the required skills but will result in delaying the completion of the class.

The skill sheets are used as a reference for the practical skills examination. The Lead Evaluator or his/her designee must be present to witness all skills tests. Testing sites shall provide adequate space for knowledge and manipulative skills testing [NFPA 1000 5.1.8(A) 2022 ed.].

A digital copy of the completed skill sheets will be kept on file in the training institution's files in accordance with all record keeping best practices. A digital copy of the completed Lead Evaluator Acknowledgement form will be provided to the candidate. Once all practical skills are completed, the Lead Evaluator will complete the skills workflow assignment on the Acadis Portal.

# SAMPLE PRACTICAL SKILL DIAGRAMS



Each station will have an Evaluator and a team of Firefighters for each evolution

Station 1 — Ventilation Prop

Station 2

Station 4 — Fire Training Tower

Station — Forcible Entry prop

Evaluators

Extra teams will stage in the rehab area

Rehair Area

Lead Evaluator will oversee the sessions from the CP

cfi



Each station will have an Evaluator and a team of Firefighters for each evolution

Station 1 — Ventilation Prop

Station 2

CP

Lead Evaluator will oversee the sessions from the CP

Station — Forcible Entry prop

Station 4 — FF Survival Prop

Extra teams will stage in the rehab area

Reha Area

Evaluators



Each station will have an Evaluator and a team of Firefighters for each evolution

Two story Training container

Evaluator will oversee the sessions from the CP

CP

Station 1

FF Survival Prop

Vehicle Fire prop

Station 2

Station 3

Extra teams will stage in the rehab area

Rmab Area

Evaluators

## Lead Evaluator Instructions

1. The Lead Evaluator must review acceptable test performance criteria with all evaluators prior to the evaluation process.
2. The Lead Evaluator must cover the proper completion of any skill sheets used in the evaluation process with all evaluators.
3. The Lead Evaluator must review all procedures for handling questions or problems that arise during testing with all evaluators.
4. The Lead Evaluator must instruct all evaluators to report all behavior that violates the code of ethics listed earlier in this document immediately so that appropriate action can be taken.

## Evaluation Station Setup and Rules

1. Skill testing areas should be set up to allow the Lead Evaluator to monitor several testing stations simultaneously and assist evaluators monitoring the individual testing stations.
2. There shall be an evaluator with each group of students being evaluated, and at no time shall the students be able to observe or communicate with others that have been evaluated or are waiting to be evaluated.
3. Students are to be instructed that talking to others outside their group while evaluation testing is being completed may result in not passing the skills evaluation and testing in part or whole.
4. Students should have access to personal protective ensemble, apparatus and other equipment that meet or exceed applicable NFPA standards or equivalent standards adopted by the AHJ in order to perform skills training/testing [NFPA 1000 5.2.3(B) 2022 ed].

## Need-To-Know Items for Lead Evaluators

1. Skill evaluations are composed of an evaluator(s) evaluating and signing off on successfully completed skills. An email will be sent to Lead Evaluator to complete a webform located in their Acadis Portal to sign off on skills.
2. Ensure the test site for the skills examination has all necessary facilities and props to complete all skills.
3. All equipment requests shall be made through the requesting system found on the Academy website at https://www.in.gov/dhs/training/fire-training/equipment-requests. Follow the instructions on the website for equipment requests. Be sure and read the equipment descriptions to verify proper use and requirements needed for the use of the equipment.

# PROCTOR SECTION

## Day of Cognitive Examination

### Test Codes

Test codes are only sent to the proctor on file for the course. The Academy's Certification Office will only discuss cognitive testing issues with the proctor on file. The Certification Office number is 1-800-666-7784.

### Substitute Proctors

The proctor on file is the only course facilitator authorized to request a substitute proctor. The proctor on file must submit written requests for substitute proctors via email to the Certification Office (firecertifications@dhs.in.gov). All written requests must be made prior to subsequent testing occurring. The written email request will include the course number and substitute proctor's name, PSID, email and cell phone number.

The proctor on file will confirm in writing that the substitute was informed firsthand of the responsibilities and legal requirements of being a proctor. In addition, the proctor on file will inform the substitute proctor of the consequences up to and including potential certification revocation for intentionally violating Board Rules (655 IAC) and Academy practices. See relevant proctor rules and Academy policies below.

### Proctor Rules

In addition to the Board Rules listed below, the proctor on file and all substitute proctors shall adhere to the following:

- Stay in the room for the duration of the test, walking around periodically.
- If more than one (1) room is being used for the cognitive examination, a minimum of one (1) proctor per room shall be required.
- If multiple proctors are necessary or desired, each proctor must be officially added as a subsequent proctor.
  ***Note***: *This should be avoided and limited to special circumstances or geographic issues.*
- A proctor shall remain in the room, at all times, while the online cognitive examination is being conducted.
- If the proctor must leave the room to use the restroom, all students must close their testing device and not be able to discuss the test with each other while being unmonitored.
- Verify the student's identity as students enter the examination room by looking at their state-issued ID or driver's license.
- Other than Academy staff, the proctor shall not allow any other observer, instructor, evaluator, etc., into the test site.
- The proctor shall then assign the student to a desk with a terminal, or a desk to use their personal device.
- The student may use a tablet or smartphone to take the online examination.
- The student is responsible for verifying that the examination code they receive has their name and PSID number.
- If the student accidentally takes a test meant for another individual, the test will be voided, and the student will be required to take the test at a later date.

- The proctor shall instruct all students not to have cell phones and other smart devices such as watches in the test site unless they are taking their exam on their smartphone.
- The proctor shall make sure there are NO books or notes on the student's desk.
  ***Note***: *The Emergency Response Guide (ERG) is no longer accepted. All test questions requiring visual confirmation using the ERG have been removed from the test bank.*
- Proctors should inform all students that they must promptly close all pop-up messages during the test. If a pop-up message is questionable to the student, they are to raise their hand immediately to inform the proctor.
- Proctors should also inform students to NOT use the browser's refresh button at any time during the exam.
- If the refresh button is pressed, it is not known if the data that repopulates the student's answers will come from the server or from the browser's cache, especially if there is a long-term disconnect.
- If at the end of the exam, the submit button is not available, have the student sign out and then sign back in to reload the submit button.
- During and after the exam, the proctor should not speak about questions, nor should the proctor read or pronounce any questions to the students.
- A proctor shall not discuss the test or any possible answer with any student taking the cognitive examination.

## Question Review Form

The proctor shall place the Question Review Form on the desk at the front of the room. Students are allowed to come up one at a time and write down the question(s) that they feel should be reviewed by the Academy staff. This is not an opportunity to challenge a test question based on an individual's test score. The proctor and student are not allowed to discuss the test or questions. The proctor shall submit the Question Review Form to the Academy staff for review at firecertifications@dhs.in.gov.

## Read-Aloud Guidelines and Instructions
### PLEASE READ THIS VERBATIM TO THE STUDENTS PRIOR TO STARTING EXAM
*Guidelines for test interruptions and general safety instructions during all cognitive testing sessions.*

1. The locations of emergency exit, emergency shelter and restroom locations are _____.
2. Any safety concerns prior to the start of the testing process should be discussed now.
3. A minimum score of 70% is required to pass all cognitive examinations.
4. A student who fails the examination may retake the examination not more than two (2) times within 180 calendar days from completion of the practical skills examination. If a student fails both retests, the student will need to retake the entire course again.
5. A proctor shall not discuss any possible answer with any student before, during or after the cognitive examination.
6. Students shall not discuss the test with anyone, including the proctor.
7. Cell phones and other smart devices such as watches are not allowed in the testing site unless they are specifically being used to take the exam.
8. One or more proctor(s) shall monitor each examination room.
9. Any student observed cheating will be asked to leave the room imediately and will receive a zero test score.
10. In the event a student must use the restroom, the following must happen:
    a. The student shall raise their hand, and the proctor will approach to ascertain the request.
    b. The proctor shall watch the student lock their screen so nobody else can see it.

     c.  Upon the student returning to the room, the proctor will verify the student can still access their exam.

     d.  If the student was automatically logged out, they should log back into their exam and choose "Pick up where I left off."

11. In the event of an unplanned interruption, fire alarm, severe weather or any issue that requires exiting the testing location:
     a.  The students should be instructed to lock their computers so all screens are not viewable.
     b.  The proctor shall meet the students at the exit and walk with the group to a safe location.
     c.  Students will be warned to stay together and not to discuss any part of the exam.
     d.  The proctor shall verify the examination room is secure and remain with the students throughout the emergency.

12. In the event of a medical emergency in the examination room:
     a.  All students will be instructed to secure their examination stations.
     b.  Students not directly involved in patient care shall exit the examination room but stay next to the classroom door until instructed to return by the proctor.
     c.  Students required to exit the examination room will be instructed not to discuss any portion of the examination.

13. Maximum time allowed for each cognitive exam shall be three (3) hours. After three hours, the proctor shall have students exit the test and then promptly exit the examination room.

14. Contact the proctor immediately if cheating on the examination is observed. The proctor will initiate an investigation by contacting the Certification Office.

## *Relevant Laws*

### 655 IAC 5-1-7 "Proctor"

Sec. 7. "Proctor" means an individual who monitors or supervises students during examinations.

### 655 IAC 5-2-3 Proctor Qualifications

Sec. 3. To qualify as a proctor, an individual must have completed an annual proctor qualification program developed by the department and be:

    (1) certified in Instructor I or as an advanced-level instructor; or
    (2) a holder of an active Indiana Educator License; or
    (3) a faculty member in postsecondary education; or
    (4) a staff member of an organization that administers certification courses.

### 655 IAC 5-3-3 Limitations

Sec. 3. (a) No person serving as lead instructor or instructor for a certification course may also serve as lead evaluator or evaluator for the same certification course.
(b) No person serving as lead instructor or instructor for a certification course may serve as a proctor for the same certification course.
(c) No person may serve as a lead evaluator or proctor for a certification course in which an immediate family member is enrolled. For purposes of this section, the term "immediate family member" includes a spouse, sibling, parent, child, grandchild, or stepchild.

### 655 IAC 5-4-5 Written Examinations

Sec. 5. (a) A written examination is required to test, at a minimum, each of the knowledge-based job performance requirements included in the certification standard adopted by the education board.
(b) A minimum score of seventy percent (70%) is required to pass a written examination.
(c) If an examinee fails a written examination, the examinee may reattempt to pass the written examination no more than two (2) additional times.
(d) The department shall provide information for reexamination within seven (7) calendar days if a request for reexamination is submitted.
(e) An examinee must pass the written examination within one-hundred eighty (180) days after completing the certification course and practical skills examination.
(f) If an examinee is unable to pass the written examination within the period described in subsection (e), the examinee shall be required to retake the certification course and successfully complete the practical skills examination prior to reattempting the written examination.
(g) Written examinations shall be conducted in accordance with the following procedures:

> (1) One (1) or more proctors shall monitor each examination.
> (2) Each examinee must provide sufficient proof of identification to the proctor prior to taking a written examination.
> (3) The proctor shall record every entry to and exit from the examination room in a manner prescribed by the department.
> (4) The maximum time allowed for each written examination shall be three (3) hours.
> (5) If more than one (1) room is being used to administer a written examination, at least one (1) proctor shall be present in each room where the written examination is being conducted for the duration of the examination.
> (6) A proctor shall not discuss the contents of a written examination with an examinee.
> (7) If an error or omission is found during an examination, the proctor shall report the error or omission in a manner prescribed by the department.
> (8) If an examinee is observed or otherwise found to be in violation of the security or integrity of a written examination:
>
> > (i) A proctor shall dismiss the examinee from the written examination;
> > (ii) The examinee shall receive a score of zero (0) on the written examination; and
> > (iii) The proctor shall immediately notify the department of the misconduct in a manner prescribed by the department.

**655 IAC 5-4-6 Examination Security and Integrity**

Sec. 6. (a) Any allegations of cheating, security breach, examination administration breach, loss of materials, or other deviation from acceptable and ethical security and examination integrity procedures shall be reported immediately to the department in a manner prescribed by the department.
(b) The department may investigate any allegation reported under subsection (a) or suspected examination misconduct.
(c) Upon completion of an investigation under subsection (b), the department shall report the findings of its investigation to the education board.
(d) Upon determining that a violation of acceptable and ethical security and examination integrity procedures or other misconduct has occurred, the education board may take any action in accordance

with IC 4-21.5-3, -4, and IC 22-12-7, including, but not limited to, suspension or revocation of certifications.

(e) The department, on behalf of the education board, may notify:

> (1) any political subdivision that employs; and
> (2) any volunteer fire department that has in its membership an individual who is found to have committed a violation under subsection (d).

# APPENDIX A

## 16 Life Safety Initiatives

The National Fallen Firefighters Foundation has set a high priority on preventing line-of-duty deaths and injuries through the 16 Life Safety Initiatives.

As an instructor, you are encouraged to integrate these initiatives into your instruction process where applicable.

| 16 Life Safety Initiatives | |
|---|---|
| Access: https://www.everyonegoeshome.com/16-initiatives/ | |
| #1 Cultural Change | #9 Fatality, Near-Miss Investigation |
| #2 Accountability | #10 Grant Support |
| #3 Risk Management | #11 Response Policies |
| #4 Empowerment | #12 Violent Incident Response |
| #5 Training & Certification | #13 Psychological Support |
| #6 Medical & Physical Fitness | #14 Public Education |
| #7 Research Agenda | #15 Code Enforcement & Sprinklers |
| #8 Technology | #16 Apparatus Design & Safety |

Online class is found here and should be assigned to the students:
https://www.everyonegoeshome.com/16-initiatives/

# APPENDIX B

## Frequently Asked Questions

***I have someone who wants to join the class but wasn't included on the original roster. What do I do?***

Your options are limited to contacting the Academy and asking for guidance. The Board Rules are specific about time notification requirements. If you are not flexible on moving your test date back in order to accommodate a late registrant, you will likely have to decline their admittance to the class.

***Can a student take the class if they do not have all the prerequisites?***

It can be done but is not considered a best practice by IDHS. Students may take the classes out of order, but they may **_NOT_** obtain certification or test out of order without an appeal to the Board. The student would be well advised to take the classes as they appear, but TEST in the order required. Skills (JPR's) are only valid for 180 days, so if the student cannot complete the testing needed within the time frame, they will need to retake the class.

***The class is very large, and I need multiple Evaluators. Do they all have to be Instructor II or Instructor II/III?***

No. Only the Lead Evaluator must be an instructor II or Instructor II/III; the others may be an Instructor I. However, the Lead Evaluator is accepting responsibility for ALL of the actions of all other evaluators.

***I have someone who is going to teach a part of the class who is great at a particular area, but they are not an Instructor I, II, II/III or even a firefighter. Can I still use them?***

Yes. Instructors with a particular knowledge area but who do not have fire service certifications are known as Subject Matter Experts (SMEs). One example would be to use a trucking company SME to teach the portion of Hazardous Materials Operations where the SME's information would be beneficial. Keep in mind, the Lead Instructor is still responsible for anything that the SME presents in the class.

***What are the records keeping requirements? What happens if I get audited?***

Students are required to keep copies of the work they did in order to meet the Job Performance Requirements (JPR's). Lead Instructors must keep copies of the classroom materials taught. Lead Evaluators must keep copies of the skills for each student they evaluated. An audit will request that you produce documentation in order to answer a single specific question concerning a portion of the class.

***What classes are subject to audit?***

ALL classes are subject to audit or site visit at any time by the State of Indiana. Please refer to the Code of Ethics statement found in this document. It is better to expect and prepare to be audited rather than "roll the dice."

# APPENDIX C

## Question Review Form

*Question Number to Review:*

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____

_____    _____    _____    _____    _____    _____    _____    _____