Appendix A. Abbreviations List: Organizations, Agencies, Surveys, and Terms

Note: Asterisked items are surveys. For names of NCES survey components and waves, refer to (or click on, in the electronic version of this style guide) appendix D of the *NCES Statistical Standards.*

AAAS American Association for the Advancement of Science
AAC Association of American Colleges
AACD American Association for Counseling and Development
AACC American Association of Community Colleges
AACRAO American Association of Collegiate Registrars and Admissions Officers
AACTE American Association of Colleges for Teacher Education
AACU Association of American Colleges and Universities
AAHE American Association for Higher Education
AAPT American Association of Physics Teachers
AASA American Association of School Administrators
AASCU American Association of State Colleges and Universities
AAU Association of American Universities
AAUP American Association of University Professors
ACE American Council on Education
ACT American College Testing Program [definition no longer used; use "ACT" alone]
AECT Association for Educational Communications and Technology
AEL Appalachian Educational Laboratory
AEFA American Education Finance Association
AERA American Educational Research Association
AFT American Federation of Teachers
AGB Association of Governing Boards of Universities and Colleges
AIR Association for Institutional Research
ALA American Library Association
ALL Adult Literacy and Lifeskills
ALS Academic Libraries Survey*
AMS American Mathematical Society
AP Advanced Placement [courses]
ASA American Sociological Association; American Statistical Association
ASBO Association of School Business Officials
AY academic year
B&B Baccalaureate and Beyond Longitudinal Study*
BJS Bureau of Justice Statistics
BLS Bureau of Labor Statistics
BOTA Board on Testing and Assessment [part of NRC]
BPS Beginning Postsecondary Students Longitudinal Study*
BRT Business Roundtable
CAPE Council for American Private Education
CAPI computer-assisted personal interviewing
CASAS Quality Assessment and Accountability Systems
CATI computer-assisted telephone interviewing

CBE Council for Basic Education
CCA Career College Association
CCD Common Core of Data*
CCSSO Council of Chief State School Officers
CDN closing date notice
CEBP Coalition for Evidence-Based Policy
CEC Council for Exceptional Children
CEG Council for Excellence in Government
CGCS Council of the Great City Schools
CGS Council of Graduate Schools
CIP Classsification of Instructional Programs
CivEd 1999 Civic Education Study*
COFHE Consortium on Financing Higher Education
COOL College Opportunities On-Line
CP Capitol Place
CPB Corporation for Public Broadcasting
CPRE Consortium for Policy Research in Education
CPS Current Population Survey;* Central Processing System
CRESST Center for Research on Evaluation, Standards, and Student Testing
CRS Congressional Research Service
CSG Council of State Governments
CUPA College and University Personnel Association
DAS Data Analysis System
DASOL Data Analysis System On-Line
DDESS Department of Defense Domestic Dependent Elementary and Secondary Schools [in the
          United States]
DoD Department of Defense
DoDDS Department of Defense Dependents Schools [the overseas schools]
DOVE Data on Vocational Education
ECB electronic codebook
ECLS-B Early Childhood Longitudinal Study, Birth Cohort*
ECLS-K Early Childhood Longitudinal Study, Kindergarten Class of 1998–99*
ECS Education Commission of the States
ED U.S. Department of Education
E.D. TAB Education Data Tabulation report
E.D. TABs (plural of E.D. TAB)
ELL English language learner
ESL English as a Second Language
ERIC Educational Resources Information Center
ESRA Education Sciences Reform Act
ETS Educational Testing Service
EWA Education Writers Association
FCSM Federal Committee on Statistical Methodology
FICE Federal Interagency Committee on Education
FIPS Federal Information Processing Standards
FRSS Fast Response Survey System*
FTE full-time equivalent (full-time-equivalent as a modifier)
FY fiscal year
GAO Government Accountability Office

GED General Educational Development (generally refers to the GED credential)
GEPA General Education Provisions Act
GPO Government Printing Office [U.S.]
GRE Graduate Record Examinations
HBCUs Historically Black Colleges and Universities
HEGIS Higher Education General Information Survey*
HS&B High School and Beyond Longitudinal Study*
HSIs Hispanic Serving Institutions
HSTS High School Transcript Study*
IAEP International Assessment of Education Progress
IALS International Adult Literacy Survey*
IDEA Individuals with Disabilities Education Act
IEA International Association for the Evaluation of Educational Achievement
IEL Institute for Educational Leadership
IEP Individualized Education Program
IES Institute of Education Sciences
IPEDS Integrated Postsecondary Education Data System*
IRA International Reading Association
LAB Northeast and Islands Laboratory at Brown University
LAN local area network
LEA local education agency
LEP limited English proficiency; limited-English-proficient
McREL Mid-continent Regional Educational Laboratory
NAAL National Assessment of Adult Literacy*
NAB National Alliance of Business
NABE National Association for Bilingual Education
NABSE National Alliance of Black School Educators
NACAC National Association of College Admission Counselors
NACCAS National Accrediting Commission of Cosmetology Arts and Sciences
NACME National Advisory Council on Minorities in Engineering
NACUBO National Association of College and University Business Officers
NAEP National Assessment of Educational Progress*
NAESP National Association of Elementary School Principals
NAGB National Assessment Governing Board
NAICU National Association of Independent Colleges and Universities
NAIS National Association of Independent Schools
NALS National Adult Literacy Survey*
NAPE National Association of Partners in Education
NAS National Academy of Sciences
NASBE National Association of State Boards of Education
NASDC New American Schools Development Corporation
NASDSE National Association of State Directors of Special Education
NASFAA National Association of Student Financial Aid Administrators
NASULGC National Association of State Universities and Land Grant Colleges
NASSP National Association of Secondary School Principals
NBES National Board for Education Sciences
NCAA National Collegiate Athletic Association
NCATE National Council for the Accreditation of Teacher Education
NCEA National Catholic Educational Association

NCEDL National Center for Early Development and Learning
NCEE National Center for Education Evaluation and Regional Assistance; National
        Commission on Excellence in Education
NCER National Center for Education Research
NCES National Center for Education Statistics
NCHEMS National Center for Higher Education Management Systems
NCLB No Child Left Behind Act
NCLIS National Commission on Libraries and Information Science
NCREL North Central Regional Educational Laboratory
NCRVE National Center for Research in Vocational Education
NCSER National Center for Special Education Research
NCSL National Conference of State Legislatures
NCSS National Council for the Social Studies
NCTE National Council of Teachers of English
NCTM National Council of Teachers of Mathematics
NCVS National Crime Victimization Survey*
NEA National Education Association
NEDRC National Education Data Resource Center
NEH National Endowment for the Humanities
NELS:88 National Education Longitudinal Study of 1988*
NFP notice of final priorities
NGA National Governors Association
NHES National Household Education Surveys Program*
NIES National Indian Education Study*
NLE National Library of Education
NLS:72 National Longitudinal Study of the High School Class of 1972*
NMSA National Middle School Association
NPEC National Postsecondary Education Cooperative
NPSAS National Postsecondary Student Aid Study*
NRC National Research Council
NSBA National School Boards Association
NSF National Science Foundation
NSoFaS National Study of Faculty and Students*
NSOPF National Study of Postsecondary Faculty*
NSSC NAEP State Service Center
NWREL   Northwest Regional Educational Laboratory
OBEMLA Office of Bilingual Education and Minority Languages Affairs [name changed; see
        OELA below]
OCLC Online Computer Library Center
OCR Office for Civil Rights
OECD Organization for Economic Cooperation and Development
OELA Office of English Language Acquisition
OERI Office of Educational Research and Improvement [replaced by Institute of Education
        Sciences (IES)]
OESE Office of Elementary and Secondary Education
OIE Office of Indian Education
OMB Office of Management and Budget
OPE Office of Postsecondary Education
OSEP Office of Special Education Programs

OSERS Office of Special Education and Rehabilitative Services
PEQIS Postsecondary Education Quick Information System*
PIRLS 2001 Progress in International Reading Literacy Study*
PISA Program for International Student Assessment*
PLS Public Libraries Survey*
PREL Pacific Region Educational Laboratory
PSS Private School Universe Survey*
RBS Research for Better Schools
RCG Recent College Graduates Study*
RLIN Research Libraries Information Network
SASS Schools and Staffing Survey*
SAT Scholastic Assessment Test
SBIR Small Business Innovation Research Program
SCS School Crime Supplement to the National Crime Victimization Survey [in this case, SCS
        represents only "School Crime Supplement"]*
SDDB School District Data Book
SEA state education agency
SED Survey of Earned Doctorates Awarded in the United States* [in this case, SED represents
        only "Survey of Earned Doctorates"]
SEDL Southwest Educational Development Laboratory
SHEEO State Higher Education Executive Officers
SIPP Survey of Income Program Participation*
SOICCs State Occupational Information Coordinating Committees
SSOCS School Survey on Crime and Safety*
STDS Survey of Teacher Demand and Shortage*
StLA State Library Agencies Survey*
STW school-to-work
TESOL Teachers of English to Speakers of Other Languages
TFS Teacher Follow-up Survey*
TIMSS Trends in International Mathematics and Science Study [this is the current title of TIMSS;
        in earlier reports, the 1995 study is referred to as the Third International Mathematics and
        Science Study, and the 1999 study is referred to as TIMSS-R (which stands for TIMSS-
        Repeat), but these terms are no longer used]
TRP Technical Review Panel
UNCF United Negro College Fund
WICHE Western Interstate Commission for Higher Education
WWC What Works Clearinghouse

Appendix B. Abbreviations List: States, the District of Columbia, Puerto Rico, Outlying Areas, and Freely Associated States

1. States, the District of Columbia, and Puerto Rico

Alabama	AL		Montana	MT
Alaska	AK		Nebraska	NE
Arizona	AZ		Nevada	NV
Arkansas	AR		New Hampshire	NH
California	CA		New Jersey	NJ
Colorado	CO		New Mexico	NM
Connecticut	CT		New York	NY
Delaware	DE		North Carolina	NC
District of Columbia	DC		North Dakota	ND
Florida	FL		Ohio	OH
Georgia	GA		Oklahoma	OK
Hawaii	HI		Oregon	OR
Idaho	ID		Pennsylvania	PA
Illinois	IL		Puerto Rico (Commonwealth of)	PR
Indiana	IN		Rhode Island	RI
Iowa	IA		South Carolina	SC
Kansas	KS		South Dakota	SD
Kentucky	KY		Tennessee	TN
Louisiana	LA		Texas	TX
Maine	ME		Utah	UT
Maryland	MD		Vermont	VT
Massachusetts	MA		Virginia	VA
Michigan	MI		Washington	WA
Minnesota	MN		West Virginia	WV
Mississippi	MS		Wisconsin	WI
Missouri	MO		Wyoming	WY

2. Outlying areas

American Samoa	AS
Guam	GU
Northern Mariana Islands (Commonwealth of the)	MP
U.S. Virgin Islands	VI

3. Freely associated states

Federated States of Micronesia	FM
Marshall Islands (Republic of the)	MH
Palau (Republic of)	PW

_____

Note: If you refer collectively to some or all of the above jurisdictions in, for example, tables that include states, use the term "Other jurisdictions." Explain in a note what jurisdictions are included in the term, if you are not listing them separately.

These groupings (outlying areas and freely associated states) are listed in Part C—National Center for Education Statistics, within the Education Sciences Reform Act of 2002, which established the Institute of Education Sciences. (Since 1990, none of the entities listed above has been officially termed a *territory*.) Under section 158 of part C of the Act, the term *state* means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

(For those preparing maps that include abbreviations for Department of Defense schools, the official DoD titles and abbreviations for the separate overseas and domestic components of the DoD education system for dependents are as follows:

DoDDS — Department of Defense Dependents Schools [the overseas schools]
DDESS — Department of Defense Domestic Dependent Elementary and Secondary Schools [in the United States]

For additional guidance on the use—and avoidance—of abbreviations for DoD schools, see the "Department of Defense schools" subsection of Abbreviations and Acronyms in this style guide.)

Appendix C. Abbreviations List: Countries (Partial List) and Canadian Provinces and Territories

In text, avoid the use of abbreviations of the names of foreign countries and of Canadian provinces and territories. Avoid the use of these abbreviations in tables also, if possible. If it is necessary to use abbreviations in tables, define them in the table notes.

1. Countries

The following two-letter and three-letter abbreviations for countries and Hong Kong are from Codes for the Representation of Names of Countries (ISO 3166), prepared by the International Organization for Standardization and adopted in the United States as FIPS 104-1, American National Standard Codes for the Representation of Names of Countries, Dependencies, and Areas of Special Sovereignty for Information Interchange. The list shown below includes only countries that have participated in NCES surveys. To access ISO 3166 abbreviations for additional countries, go to http://www.odci.gov/cia/publications/factbook/appendix/appendix-d.html.

The Program for International Student Assessment (PISA) uses the three-letter abbreviations, which are often easier to understand than the shorter version. In the interest of standardization, if you find it necessary to use country abbreviations in tables and have not adopted the two-letter form, you are encouraged to use three-letter rather than two-letter abbreviations.

Country	Abbreviations	
Albania	ALB	AL
Argentina	ARG	AR
Australia	AUS	AU
Austria	AUT	AT
Belgium	BEL	BE
Bermuda	BMU	BM
Brazil	BRA	BR
Canada	CAN	CA
Chile	CHL	CL
China	CHN	CN
Czech Republic	CZE	CZ
Denmark	DNK	DK
Finland	FIN	FI
France	FRA	FR
Germany	DEU	DE

Country	Abbreviations	
Greece	GRC	GR
Hong Kong SAR[1]	HKG	HK
Hungary	HUN	HU
Iceland	ISL	IS
Indonesia	IDN	ID
Iran	IRN	IR
Ireland	IRL	IE
Israel	ISR	IL
Italy	ITA	IT
Japan	JPN	JP
Korea, Republic of	KOR	KR
Latvia	LVA	LV
Liechtenstein	LIE	LI
Lithuania	LTU	LT
Luxembourg	LUX	LU
Macao	MAC	MO
Macedonia, Republic of	MKD	MK
Mexico	MEX	MX
Netherlands	NLD	NL
New Zealand	NZL	NZ
Norway	NOR	NO
Peru	PER	PE
Poland	POL	PL
Portugal	PRT	PT
Romania	ROM	RO
Russian Federation	RUS	RU

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[1]Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

Country	Abbreviations	
Serbia and Montenegro (Yugoslavia)[2]	YUG	YU
Slovak Republic	SVK	SK
Spain	ESP	ES
Sweden	SWE	SE
Switzerland	CHE	CH
Thailand	THA	TH
Tunisia	TUN	TN
Turkey	TUR	TR
United Kingdom	GBR	GB
United States	USA	US
Uruguay	URY	UY

28. Canadian Provinces and Territories

AB   Alberta

BC   British Columbia

MB   Manitoba

NB   New Brunswick

NF   Newfoundland

NS   Nova Scotia

NT   Northwest Territories

NU   Nunavut

ON   Ontario

PE   Prince Edward Island

QC   Quebec

SK   Saskatchewan

YT   Yukon Territory

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[2] Explain in your table notes if only the Serbia Republic participated in a survey.

Appendix D. Web Links to Standards, Style Manuals and Guidelines, and Dictionary

NCES Statistical Standards (NCES 2003–601)
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003601

NCES Guidelines for Tabular Presentations (Appendix C of the *NCES Statistical Standards*)
http://nces.ed.gov/statprog/2002/appendixc.asp

IES Style Guide
http://nces.ed.gov/statprog [click on *IES Style Guide*]

United States Government Printing Office Style Manual
http://www.gpoaccess.gov/stylemanual/browse.html

Merriam-Webster Dictionary and Thesaurus
http://www.m-w.com

Publication Manual of the American Psychological Association [cannot browse the manual, but can access certain information such as style tips]
http://www.apastyle.org

The Chicago Manual of Style
http://www.chicagomanualofstyle.org [cannot browse the manual, but can access style tips]

Common Mistakes and Tricky Choices
http://englishplus.com/grammar/mistcont.htm

Appendix E. Microsoft Word Shortcuts and Tips

To access a range of Microsoft Word shortcut lists, do the following in Word:

1. Select Help.
2. In the menu that appears, click on Microsoft OfficeWord Help.
3. In the "Search for" window, space a couple of times, type "shortcut," and click on the search arrow (a list of shortcut topics appears).
4. To access a range of special-topic lists, choose "Keyboard shortcuts" and then select the list you want (selecting "Common tasks done in a Microsoft Word document" causes a list similar to the one shown below to appear).
5. Explore the other listings to find any kind of shortcut help you are seeking.

Quick reference to some common shortcut keys

Press   To

CTRL+SHIFT+SPACEBAR   Create a nonbreaking space

CTRL+SHIFT+HYPHEN   Create a nonbreaking hyphen

CTRL+B   Make letters bold (repeat to turn off bold)

CTRL+I   Make letters italic (repeat to turn off italic)

CTRL+U   Make letters underline (repeat to turn off underline)

CTRL+SHIFT+<   Decrease font size

CTRL+SHIFT+>   Increase font size

CTRL+SPACEBAR   Remove paragraph or character formatting

CTRL+C   Copy the selected text or object

CTRL+X   Cut the selected text or object

CTRL+V   Paste text or an object

CTRL+Z   Undo the last action

CTRL+Y   Redo the last action

Below are additional useful shortcuts:

To	Press
Obtain an em dash (—)	CTRL + ALT + minus key (on the numeric pad at far right)
Obtain an en dash (–)	CTRL + minus key (on the numeric pad at far right)
Obtain a † symbol	ALT + 0134 (on the numeric pad at far right)
Obtain a ‡ symbol	ALT + 0135 (on the numeric pad at far right)
Obtain a § symbol	ALT + 0167 (on the numeric pad at far right)

See the section of this style guide listed below	For how to
Numbers and Rounding	Change your default settings (e.g., "straight quotes" or "smart quotes"; on-the-line ordinals [1st] or superscript ordinals [1st])
Pagination	Suppress page numbers
Pagination	Change the style of page numbering
Parts of the Document	Create contents pages automatically

How to customize a tool bar

To add a command (for example, "Insert section break") to a tool bar (so you can simply click there whenever you want the command), do the following: right click in the tool bar and click on Customize; in the Customize box, select Commands and click on Insert (under Categories); in the list on the right (the Commands list), find the command you want; drag the command to the tool bar you want it on. If you want a button instead of words, click on Modify Selection (in the Customize box); select either Edit Button Image (which allows you to create your own button) or Change Button Image (which allows you to select among a few provided). If words as well as a button remain on your tool bar but you want a button only, click on Modify Selection again (in the Customize box) and select Default Style. (You will note that most items in the Commands list already have a button associated with them, so you do not usually have to select a button for commands in this list.)

How to use the Styles feature

Assign styles to different parts of your document

Use the Styles feature of Word to assign styles to different parts of your document. This feature allows you to automatically apply a desired set of formatting attributes (such as font, type size, alignment, indents, and spacing) to text, so that you do not have to manually format each part of your document. For example, to assign a style to a heading, select the heading level of interest from the pull-down window that appears at the top and to the left on your screen (in addition to heading styles, the pull-down window lists other styles, such as "Normal" and "Default Paragraph Font"). After selecting the heading level from the list, type your heading in your document; or, if you already have typed your heading, highlight it or put your curser in it and then select the desired heading level. The formatting of that heading level is automatically applied to your heading.

Do this to modify a style

Using Styles makes it easy to change formatting in your document. For example, if you decide to change the font and type size of one of your heading levels, you can simply modify the style for that heading level, instead of reformatting each of the individual headings.

To modify a style, select Format on your toolbar and click Style. In the Style box, select the style that you want to modify—e.g., Heading 2—and then click Modify. In the Modify Style box that appears, click Format at the bottom of the box, and then click the attribute (e.g., font) you want to change. Click OK after changing each attribute you wish to modify.

When you are done, click Apply. The modified formatting will be applied to all the text to which you have assigned that style.

In table and figure titles, efficient way to align runover lines with the first word of title

To efficiently align runover lines in titles (and ensure that you can easily produce lists of tables and figures automatically), use tabs as follows. (1) Press "Tab" after entering the identifier (e.g., after "Table 1."), and then enter the title. (2) Use a hanging indent as follows: highlight the identifier and title; select the "Format" drop-down menu on your toolbar and click on "Paragraph"; select "Indents and Spacing" at the top of the Paragraph box; under "Indentation," use the "Special:" drop-down menu to select "Hanging," and use the "By:" drop-down menu to enter the portion of an inch desired for indentation (including both the space for the figure/table identifier and the space between the identifier and the start of the title); then click "Ok." That will indent both the first word of the title and the first word of any runover line(s) by the specified measure, so that these first words align vertically.

You may wish to use the same hanging indent measure for tables 1-99; but it is likely that you will want to increase the measure to maintain a "reasonable" space following the identifier for tables 100+.

If you do use a different hanging indent measure for some of your table titles or some of your figure titles—and then automatically produce your list of tables or figures—you will need to do the following to align the first word of all titles in the list: highlight the list and reset the hanging indent (tab) measure to accommodate the largest indent (e.g., to accommodate table 100). The result will be a well-formatted list with all titles aligned.

For efficient production of table and figure titles in your document, you may assign a style—as described above in "How to use the Styles feature"—to each hanging indent measure used.

Appendix F. Selected Proofreading Marks

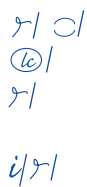| Marking for Basic Changes			
In margin	**In text**	**Meaning**	**Text example**
	∧	Insertion point corresponding to character(s) shown in margin	*o* one-half of public school teachers used cmputers for instruction
	/ or —	Replace	*c* one-half of publik school ~~administrators~~ *teachers* used computers
⌒	⌒	Close up	⌒ one- half of public school teachers
↱	↱ or ℓ	Delete	↱/ one-half of public schools teachers used ℓ ~~used~~ computers ↱/
↶	⌀	Delete and close up	the average scores for both maale and female students ↶
//		Slashes separate multiple marginal marks	↶/↱/(lc) booth males and Female students in the district
/		Slash draws attention to single marginal mark	freshmen who enrolled in remedial coarses u/
///		Repetition of slash indicates repetition of correction	m/// comunications between comunity and governent staff ∧ ∧ ∧
#	∧	Insert space	freshmen who enrolled inremedial courses #/ ∧
[Comments/ queries are circled]		Instructions, explanations, queries are circled to indicate that they are not to be set in type	about 20 percent of teachers in their first teaching job taught mathematics; about one-quarter taught English, reading, or writing; (use percent both places for consistency ?)

Marking for Punctuation

In margin	In text	Meaning	Text example
⊙	∧	Insert period	⊙/ One million were employed in degree-granting institutions∧
/,	∧	Insert comma	/, in Montana, Nevada∧and North Dakota
/:	∧	Insert colon	/: (BPS∧96/01)
/;	∧	Insert semicolon	/; the proportion increased between 1975 and 2000∧however, there still
?/ (question mark)	∧	Set question mark	How many jobs do you have now∧ ?/ (question mark)
⌄"/ ⌄"	⌄"/ ⌄"	Quote marks	the CCD⌄"Local Education Agency Universe Survey⌄"
|/M	|/M	Em dash	1.51 credits|/M the equivalent of
=/ (hyphen)	∧	Hyphen	all coursework at public 2∧year colleges =/ (hyphen)
=/ (equals sign)	∧	Set equals sign	4 percent of all schools (N∧1,023 schools) =/ (equals sign)
⌄	⌄	Set superscript	education courses.4⌄ This measure 4⌄/
∧	∧	Set subscript	∧/∧ where E_1 and E_2 are the estimates to be compared

Marking for Font and Case

In margin	In text	Meaning	Text example	
rom	⬭	Set in roman	(*DeVoe et al. 2003*)	*rom*
ital	⎯⎯	Set in italics	Indicators of School Crime and Safety: 2003	*ital*
bf or *bold*	∿∿∿	Set in boldface	Electronic services Twenty-five libraries reported that	*bf*
lc	/	Set in lowercase	The 100 largest School Districts	*lc*
caps or *all caps*	≡	Set in all capitals	naep	*caps*
c / c / D	≡	Initial letter caps	common core of data	*c / c / D*
clc	⌐	Set in capitals and lowercase	INSTITUTE OF EDUCATION SCIENCES	*clc*
c + sc	≡≡	Set in capitals and small capitals	(a) Biennial Report. Each state education agency	*c + sc*
wf	◯	Wrong font	1.51 credits—the equivalent of	*wf*

Marking to Adjust Placement and Position

In margin	In text	Meaning	Text example	
tr	⎍⎎	Transpose	Bureau Indian of Affairs	*tr*
⌐	⌐	Move right	Bureau of Indian Affairs	
⌐	⌐	Move left	Bureau of Indian Affairs	
⌐	⌐	Move up	IPEDS	
⌐	⌐	Move down	IPEDS	
align	‖	Align vertically	**Electronic services** Twenty-five libraries reported that they were open 168 hours.	*align*
eq#	✓ ✓ ✓	Equalize space where indicated	Twenty-five ✓ libraries ✓ reported ✓ that	*eq#*
break	⌐	Break line where indicated	Twenty-five libraries reported that/they were open 168 hours.	*break*
run up or *run back*	⌐	Carry back to previous line	Twenty-five libraries reported that/they were open 168 hours.	*run up*
¶	∧	New paragraph	One million were employed in degree-granting institutions. ∧ Considering only Title IV	¶

Miscellaneous Marks			
In margin	**In text**	**Meaning**	**Text example**
stet	· · · · · · · · · ·	Let it stand (ignore change to portion of text indicated by dots)	when the report was signed off on is relevant *stet* |
sp	⬭	Spell out	*sp* | 25 libraries reported that they were open 168 hours.

NOTE: Traditionally, proofreaders write the "in margin" marks in both the left and right margins, as shown below. However, depending on such factors as the materials reviewed and the purpose of the review, the person proofreading or editing your work may write the "in margin" marks only in the margins, only within the text, or in both places.

Each in-text marke is pai red with a corresponding marginal mark. An imaginary line halves The print area vertically. Marginal marks for the left half area ordered left to wright in the left half's margn. Marginal marks for the right half are ordered left to right in the right half's margin. Multiple margnal marks are separated by slashes. Marginal marks are ordered left to right.

       IES STYLE GUIDE