A DAY IN THE LIFE OF THE BUFFALO RIVER: MASTER DATASHEETS				
Please fill in the following information.				
SAMPLE SITE				
DATE				
SCHOOL				
WATERWAY				
PARTNER ORGANIZATION				

INSTRUCTIONS

Please use this packet to submit your data and evaluations by November 30. At minimum, you must complete the

"Big Picture Data Summary" chart, the Teacher Evaluation, and the Student Attitudes Evaluation (all marked "Mandatory").

Your results will be compiled with other schools for the Day in the Life website.

Send this packet to: Reinstein Woods

Attn: Day in the Life

93 Honorine Drive

Depew, NY 14043

By email: reinsteinwoods@yahoo.com

By fax: (716) 686-0210

THE BIG PICTURE DATA SUMMARY (MANDATORY)	
PARAMETER	DATA
Turbidity	
Air Temperature & Weather Conditions	
Wind Speed & Direction	
The land around the site is mostly (forest, industrial)	
Nitrate Level	
Phosphate Level	
Water Temperature	
3 most abundant macroinvertebrates caught:	
Water Quality Assessment & Score	
Dissolved Oxygen (ppm) & % Saturation	
рН	
Extra Data (if applicable)	

Teacher Evaluation Form (Mandatory)

We hope that A Day in the Life of the Buffalo River has been a positive experience for you and your students. Please take a few moments to evaluate your experience. Thank you!

Please rate the overall program:							
PoorNeed	s Improvement		_Fair		Good		_Excellent
How was the date for the program?		too early		_just right		too late	
How was the number of activities?		not enough		_just right		too many	
Was the equipment provided adequa	te?	No		Yes		_Somewhat	
Were the program content and activities age-appropriate?		No		_Yes		_Somewhat	
Do you feel your students have an inc knowledge of and appreciation for th		No		_Yes		_Somewhat	
Did this program meet your expectati	ons?	No		Yes		_Somewhat	
Why or why not?							

Please continue on next page -->

Please provide feedback on the following: Activities:	
Equipment:	
Location of sampling site:	
On-site experts/partnerships:	
Other comments:	

Student PRE-visit Survey (Optional)

Educators: Please survey your class and record the number of students responding for each category BEFORE the event.

	TRUE	FALSE	Not Sure
We all depend on water.			
What we do at home and in the community can affect our water.			
Water quality can determine what animals can live in a river.			
Weather, wind, and the surrounding environment can affect a river.			
A river is more than just water.			

Student POST-visit Survey (Optional)

Educators: Please survey your class and record the number of students responding for each category AFTER the event. Record student responses to the follow-up questions.

	TRUE	FALSE	Not Sure
We all depend on water.			
What we do at home and in the community can affect our water.			
Water quality can determine what animals can live in a river.			
Weather, wind, and the surrounding environment can affect a river.			
A river is more than just water.			

The part I like most about A Day in the Life of the Buffalo River was...

Something I'd like to know more about is....

Student Attitudes Evaluation (Mandatory)

Educators: Please survey your class and record the number of students responding for each category AFTER the event.

	OK	Good	Awesome
Going in the river is			
Exploring the sample site is			
Testing water quality is			
Catching river animals (like insects) is			
Measuring turbidity and temperature is			

TURBIDITY DATASHEET

	Time	Reading 1	Reading 2	Average	Observation
EXAMPLE:	8:00 AM	10 in/25.4 cm	8 in/20.32 cm	9 in/22.86 cm	Cloudy
			ļ		!

If Secchi disk is still visible on river bottom, leave table blank and record depth:

	Water Depth (in/cm)
EXAMPLE:	36 in/91.44 cm

WEATHER & WIND DATASHEET

Air Temperature	Time	Air Temp °F	Air Temp °C
EXAMPLE:	8:00 AM	57	14
	·	·	

Cloud Cover	Time	Description
EXAMPLE:	8:00 AM	Partly Cloudy

Precipitation	Time	Description
EXAMPLE:	8:00 AM	None

Wind	Time	Direction	Rotations Per Minute
EXAMPLE:	8:00 AM	West	10

Recent weather conditions:

River Surface	Time	Description
EXAMPLE:	8:00 AM	Rippled

ENVIRONMENT AT SAMPLE SITE DATASHEET

Site Description 70% forest, 20% marsh, 10% recreational **EXAMPLE**: **Shoreline Appearance** EXAMPLE: marsh, pier, riprap **Water Depth** EXAMPLE: 18 inches Average water depth:

River bottom is mostly:	
EXAMPLE:	Muddy
River Bottom - % Plants	
EXAMPLE:	26-50%
River Surface - % Plants	
EXAMPLE:	76-100%
270 11177 227	70 10070

Identified Plants	
EXAMPLE:	Sugar Maple, Phramites, Japanese Knotweed
Items Found on Share	
Items Found on Shore EXAMPLE:	Tire, seashell, garbage, logs, fishing rod
	Tire, seashell, garbage, logs, fishing rod
	Tire, seashell, garbage, logs, fishing rod
	Tire, seashell, garbage, logs, fishing rod
	Tire, seashell, garbage, logs, fishing rod
	Tire, seashell, garbage, logs, fishing rod

NITRATES AND PHOSPHATES

Nitrate	Time	(ppm)
EXAMPLE:	8:30 AM	20
	AVERAGE	

Nitrate levels show pollution (above 4 ppm)?

YES

NO

Phosphate	Time	(ppm)
EXAMPLE:	8:43 AM	2
	AVERAGE	

Phosphate levels within healthy range (below .03 ppm/ water remains clear)?

YES

NO

WATER TEMPERATURE DATASHEET

Time	Depth of Sampling	°F	°C
8:15 AM	14 inches	50	10

Sources of Thermal Pollution	
EXAMPLE:	Road, buildings

BIOASSESSMENT DATASHEET

Species List	Species	Estimated #
EXAMPLE:	Dragonfly Nymph	4
include macroinvertebrates AND		
all other species found (birds,		
frogs, etc).		

Bioassessment

	Pollution Tolereance Index Score	Water Quality Assessment
EXAMPLE:	14	Potentially Fair

CHEMICAL ANALYSIS DATASHEET

Dissolved Oxygen

Time
Water Temp °C
DO (ppm)
% Saturation

8:30 AM
19
6
64%

AVERAGES

Average DO within healthy range (5-11)?

YES

NO

Extra Activity: Average % saturation 90% or above?

YES

NO

pH (of tablet test)	Time	рН
EXAMPLE:	8:43 AM	7.5
	AVERAGE pH	