

Checklist for Research Reports – Notes

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|---------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------|
| <input checked="" type="checkbox"/> simple to use | <input type="checkbox"/> in-class feedback | <input type="checkbox"/> progress report | <input type="checkbox"/> literature review |
| <input type="checkbox"/> complex to use | <input checked="" type="checkbox"/> out-of-class | <input type="checkbox"/> proposal | <input type="checkbox"/> letter or resume |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> project report | <input type="checkbox"/> other |
| <input type="checkbox"/> oral | <input checked="" type="checkbox"/> assessor: professor to student | <input checked="" type="checkbox"/> research report | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> written | <input checked="" type="checkbox"/> assessor: student to self | <input checked="" type="checkbox"/> abstract/summary | <input checked="" type="checkbox"/> assignment handout |
| <input type="checkbox"/> | <input type="checkbox"/> assessor: student(s) to peers | <input type="checkbox"/> bibliography | <input checked="" type="checkbox"/> can adapt for scoring |

Application:

To be used for simple assessment or feedback of a research report or paper written by either an individual or a team. Can be used by instructor, writer(s), or peers at any stage of a report.

Skill set addressed:

- Information processing: summarizing, integrating, and connecting.
- Critical thinking: analyzing and synthesizing.
- Language development: building vocabulary and understanding syntax like grammar, sentence structure, etc.
- Communication skills: creating, organizing, and presenting a message effectively.

Suggestions for usage:

- The instrument is used to assess multiple categories of the writing assignment: substance/content; organization; mechanics of writing; and evidence/proper documentation.
- The instructor or assessor employs a holistic approach by checking off whether the writer has completed or demonstrated competency in an assessment sub-area.
- The instructor can change this instrument into a grading sheet by assigning points and weights to the categories as appropriate to the context of the assignment.
- This instrument should be provided to students at the start of the research report assignment to provide writing expectations.

Commentary:

- This document provides detailed expectations of the research report to the student. As such, its best use may be as a guide to report researchers and writers.
- The user should read over this document carefully and decide if all specifics given (e.g., format requirements, citation standards, use of figures and tables, etc.) meet the user's needs, and modify as necessary.
- When used to assess a team writing assignment, the instrument must be accompanied by another tool to assess contribution by team members.
- Although the document is in simple, dichotomous format, some instructors may find the list of items long.

Notes by User:

Source: Dr. Betsy Aller, Western Michigan University, with testing by engineering and communication faculty at Michigan Technological University, Cornell University, and Western Michigan University.