

EVALUATION REPORT CHECKLIST

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September 2004

The Evaluation Report Checklist has two intended applications that are related to evaluation management: (1) a tool to guide a discussion between evaluators and their clients regarding the preferred contents of evaluation reports and (2) a tool to provide formative feedback to report writers. Evaluators can self-rate their own progress during the writing phase. They can also use the checklist to identify weaknesses or areas that need to be addressed in their evaluation report(s). When two or more persons work on the same report, the checklist can serve as a tool to delegate, coordinate, and monitor progress among the contributors.

This checklist is not intended to be used as a metaevaluation tool. Evaluation reports differ greatly in terms of purpose, budget, expectations, and needs of the client. If one were to use this checklist to evaluate actual reports or draw comparisons across reports, one would need to consider or weight the checkpoints within sections and to weight the relative importance and value of each section.

This checklist draws upon and reflects *The Program Evaluation Standards* (Joint Committee on Standards for Educational Evaluation, 1994).

Instructions: Rate each component of the report using the following rubrics. Fill in the circle or place a check mark in the cell that corresponds to your rating on each checkpoint. If the item or checkpoint is not applicable to the report, indicate the "NA" cell to the far right. Additional checkpoints may be added as agreed upon by those using the checklist.

1=Not addressed, 2=Partially addressed, 3=Fully addressed, NA=Not applicable

	1	2	3	NA
1. Title Page				
A. Title is sufficiently clear and concise to facilitate indexing	①	②	③	○
B. Author(s)' names and affiliations are identified	①	②	③	○
C. Date of preparation is included	①	②	③	○
D. Title identifies what was evaluated, including target population, if applicable	①	②	③	○
E. Name of client or funder(s) is identified	①	②	③	○
F. Text and material on title page are clearly and properly arranged	①	②	③	○
G.	①	②	③	○
Comments:				

2. Executive Summary				
A. Description of program/project	①	②	③	○
B. Evaluation questions and purpose of the evaluation	①	②	③	○
C. Brief description of methods and analytical strategy (if appropriate)	①	②	③	○
D. Summary of main findings	①	②	③	○
E. Implications of findings	①	②	③	○
F. Recommendations, if appropriate	①	②	③	○
G.	①	②	③	○
Comments:				

	1	2	3	NA
3. Table of Contents and Other Sections That Preface the Report				
A. Table of contents contains at least all first and second level headers in the reports	①	②	③	○

B. Titles and page numbers are accurate	①	②	③		○
C. Lists of tables, figures, and appendices are included, if appropriate	①	②	③		○
D. List of acronyms or abbreviations is included, if appropriate	①	②	③		○
E. Acknowledgments section references sponsors, data collectors, informants, contributors to the report, research assistants, reviewers of the report, etc.	①	②	③		○
F.	①	②	③		○
Comments:					

4. Introduction and Background					
A. Purpose of evaluation and evaluation questions, if not covered in the methodology section	①	②	③		○
B. Description of the program/project or phenomenon being evaluated (including goals and historical context, if appropriate)	①	②	③		○
C. Identification of target population for the program and relevant audiences and stakeholders for the evaluation	①	②	③		○
D. Review of related research	①	②	③		○
E. Overview and description of report structure	①	②	③		○
F.	①	②	③		○
Comments:					

5. Methodology					
A. Purpose of evaluation and evaluation questions, if not covered in the introduction	①	②	③		○
B. Evaluation approach or model being used, as well as rationale for the approach or model	①	②	③		○
C. Design of the evaluation, including sample sizes and timing of data collection	①	②	③		○
D. Methods of data collection, including description of data collection instruments	①	②	③		○
E. Sources of information and data	①	②	③		○
F. Limitations of the evaluation (e.g., limitations related to methods, data sources, potential sources of bias, etc.)	①	②	③		○
G.	①	②	③		○
Comments:					

6. Results Chapters					
A. Details of the evaluation findings are clearly and logically described	①	②	③		○
B. Charts, tables, and graphs are understandable and appropriately and consistently labeled	①	②	③		○
C. Discussion of evaluation findings is objective and includes both negative and positive findings	①	②	③		○
D. All evaluation questions are addressed or an explanation is included for questions that could not be answered	①	②	③		○
E. Findings are adequately justified	①	②	③		○
F.	①	②	③		○
Comments:					

1 2 3 NA					
7. Summary, Conclusion, and Recommendations					
A. Summaries of findings are included in each chapter or altogether in a summary chapter	①	②	③		○
B. Discussion and interpretation of findings are included	①	②	③		○
C. Summary and conclusion fairly reflect the findings	①	②	③		○

D. Judgments about the program that cover merit and worth are included	①	②	③		○
E. If appropriate, recommendations are included and are based on findings in the report	①	②	③		○
F.	①	②	③		○
Comments:					

8. References and Appendices					
A. A suitable style or format (e.g., APA) is used consistently for all references	①	②	③		○
B. References are free of errors	①	②	③		○
C. References cover all in-text citations	①	②	③		○
D. All appendices referenced in the text are included in the appendix section, in the order they are referenced	①	②	③		○
E. Data and information in the appendices are clearly presented and explained	①	②	③		○
F.	①	②	③		○
Comments:					

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