

Checklist

Criteria for Assessing Research

Background & Design

- There is a review of the literature that places the research topic in a framework
- The research questions or problems are listed
- The research design is identified
- Criteria for inclusion of participants are described
- The sampling procedure is described
- Ethical considerations are discussed
- There is convincing information that the data collection method and/or instruments are valid; that is, the construct or theme being studied is what is intended to be studied
- There is convincing information that the data collection method and/or instruments are reliable; that is, that they are accurate and robust

Context, Participants & Procedures

- Demographic and personal information about participants is provided
- Information is provided about the context of the study (e.g., community type, type of school or institution if applicable, another context if not)
- If the study involves an intervention:
 - The treatment or study group must be described in sufficient detail as to be replicable
 - The comparison group should be described in equal detail

Criteria for Assessing Research (cont....)

Context, Participants & Procedures (Cont...)

- The data collection method is described in detail including information about the schedule of testing or observation
- Information is provided about attrition during the study and the rate is not high for the situation under investigation

Analysis & Interpretation

- Details about the mechanics of data storage and analysis are provided (e.g., method of data input and analysis software)
- The data analysis method is clearly described and appropriate
- Results are presented clearly
- Results are interpreted, with suggestions for application
- The results support the conclusion and the conclusions answer the research questions
- Limitations of the study and suggestions for further research are presented
- Sources of possible bias are acknowledged in the design and/or analysis phases of the study

Checklist

Criteria for Assessing Professional or Expert Judgement

- There is evidence of expertise from the individual's degrees or other formal qualifications
- The expert's record shows skill, experience and/or publication in the field
- The expert's knowledge is up-to-date
- The scope of the question at hand is within or mostly within the expert's field
- The expert's opinion is clear
- The opinion was given directly rather than quoted
- The opinion was given in the framework of a professional relationship
- The opinion is consistent with knowledge in the field, or if not, the expert explains why it is not.
- The expert is personally reliable: honest, conscientious, and not biased

Adapted from the [Evaluating Evidence about Educational Programs](#) (EEEP) project, a collaboration between researchers from the Ontario Institute for Studies in Education and the Association of Educational Researchers of Ontario, funded by Ontario's Knowledge Network for Applied Education Research (KNAER).

Information and materials available at

<http://webpace.oise.utoronto.ca/~childsru/eeep.html>