SELF-EVALUATION CHECKLIST FOR SCIENTIFIC REPORTS

Since being able to write good research reports is an essential part of your training in Biology, and these reports account for a significant proportion of your grades, use this checklist to make sure that your report meets all the requirements listed *before* you hand in your next report. Tick in the appropriate columns and note the necessary improvements where needed. Then make the relevant changes in your reports. *You are encouraged to attach this checklist when submitting your report.*

	WHAT TO LOOK OUT FOR	YES	NO	IMPROVEMENTS NEEDED
	Presentation: First impression of my Lab report			
1.	My title page contains…			
a.	an accurate and informative title of my research.			
b.	my personal information e.g. name, student #, course			
c.	the name of the person I am submitting the report to spelled correctly			
	Main Report Sections			
2.	**The Abstract …**			
a.	summarizes the whole experiment in one paragraph.			
b.	provides concise information on the objective, procedure, results, discussion and finally the conclusion of the research.			
3.	**The Introduction …**			
a.	provides a context for the research.			
b.	synthesizes information from the literature tracing the development of knowledge of the problem and summarizes its present state.			
c.	identifies gaps and inadequacies of current knowledge.			
d.	states my hypotheses as statements that can be supported or refuted, and my prediction.			
e.	briefly presents the approach used in the research.			
f.	excludes background information not directly related to the problem.			
4.	**The Materials and Methods section …**			
a.	completely, accurately and precisely presents an exact process description used in the research in paragraph form (NOTE: Check if your course requires a different form of presentation of the methods section)			
b.	provides enough details of the experimental procedure to allow someone else to replicate the experiment.			

5.	**The Results section …**			
a.	presents the data I obtained. (NB. Report your data even if it is contrary to the hypotheses or expectations.)			
b.	summarizes the data using means, frequency tables, percentages, or other descriptive statistics. Figures/tables/graphs are used if they enhance clarity of presentation of information.			
c.	makes a reference to the relevant **self-explanatory** figures/table/ graphs in the text (e.g. See Figure 3).			
d.	has captions **above** *tables* but **below** *figures/graphs*			
e.	does **not** contain the same data presented twice in different figures/tables/graphs.			
f.	does **not** interpret the data.			
6.	**The Discussion section …**			
a.	starts with 1-2 sentences summarizing the overall trend of the findings.			
b.	states whether the hypothesis is supported/rejected, with caveats/exceptions where necessary.			
c.	integrates the literature when explaining **why** the data supported or did not support the hypotheses.			
d.	accounts for errors in a clear and rational way—in terms of some physical variables			
e.	analyzes the strengths /limitations of the research.			
7.	**Conclusion section (either separate or part of Discussion section)…**			
a.	provides a conclusion arising from the results and the discussion.			
b.	offers suggestions for improvement of the experiment (if any).			
	8. References Section…			
a.	contains accurate documentation of sources used.			
b..	follows convention of documentation of the field consistently.			
	Writing in Science			
	I have checked to ensure that I have presented my points in a **logical sequence** and used **connectors** to make it easy for a reader to follow my points.			
	I have expressed myself in the **most concise and accurate** way I can. There are no ambiguous statements or pronouns that makes my writing unclear.			
	Sentence structure…I do not have fragments or run-on sentences; I use the active voice instead of the passive voice where possible.			
	I have run the **spell checker** through the text to ensure there are no spelling mistakes.			