Ferron, J.M., et al., (2008). Reporting results from multilevel analyses. In A.A. O'Connell and D. B. McCoach (Eds.), Multilevel Modeling of Educational Data. Charlotte, NC: Information Age Publishing.

Checklist for Report of Multilevel Study

	the reader answer the following general questions about the study?	Yes	N/A
$\checkmark$	What were the purposes/research questions for the study?		
$\checkmark$	Was the literature reviewed consistent with the study purposes and methods?		
✓	What sampling strategy was used at each level (e.g., probability)?		
	What sampling weights, if any, were used?		
	How many units were at each level of the analysis?		
	How were lower-level units distributed across upper-level units?		
	Was a power analysis used to determine the number of units at each level?	一	$\overline{}$
	What study design was used (e.g., experimental, quasi-experimental)?	H	
	What variables were used in the analyses?	Ħ	
	What is the validity evidence for each variable?	H	
	What is the reliability evidence for each variable?	$\equiv$	
	·		
	the reader answer the following questions about model specification?	Yes	N/A
	How many models were estimated?	$\perp$	
	What were the fixed effects in each estimated model?		
	What was the covariance structure of each estimated model?		
	What process was used to define the fixed effects for each model?		
	What process was used to define the covariance structure for each model?		
	What method was used to evaluate model fit?		
✓	How was each variable centered, coded, or scaled?		
Could the reader answer the following questions about estimation and inference?			N/A
✓	What software and version were used?		
$\checkmark$	What method of estimation was used (e.g., REML, ML)?		
$\checkmark$	Were estimation problems (e.g., improper variance estimates) encountered?		
$\checkmark$	If estimation problems were encountered, how were they addressed?		
✓	What methods were used to make inferential statements?		
Could	the reader answer the following questions about the data?	Yes	N/A
	What was the structure of the data (e.g., students nested in schools)?		
	How were the variables and level-1 coefficients distributed?		
	To what degree were variables correlated?		
	Were data missing? And if so, how were they treated?		
	To what degree did missing data impact the results?	H	H
	Were there outliers? And if so, how were they identified and handled?		
✓	To what degree did outliers influence the results?	H	H
✓	To what degree were the data consistent with the distributional assumptions?		
· ✓	To what degree were the results sensitive to questionable assumptions?	H	
	To what degree were the results sensitive to questionate assumptions.		
Could	the reader answer the following questions about the results?	Yes	N/A
$\checkmark$	Which specific results addressed each research question?		
$\checkmark$	What was the ICC?		
✓	What was the estimated value of each parameter in each interpreted model?		
$\checkmark$	How precise was each estimate (e.g., SE, CI)?		
✓	How do the limitations impact interpretation?		