**Indicator Checklists**

This document includes three checklists outlined below:

1. [**Indicators in the Project Cycle Checklist**](#Indicator_in_the_Project_Cycle_Checklist)**:** This is an LWR checklist for selecting and using indicators throughout the project cycle.
2. [**USAID TIPS Indicator Selection Criteria Checklist**](#USAID_TIPS_Indicator_Selection_Criteria)**:** This is a USAID checklist used to ensure that selected indicators adhere to USAID criteria.
3. [**Questions to Guide Indicator Development at the M&E Design Phase**](#Questions_to_Guide_Indicator_Development)**:** This is a set of checklist questions that are very useful when developing indicators in the project design and theory of change.

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| **Indicators in the Project Cycle Checklist:** | |  |
| **Step/Tool** | **Question:** | **Yes/No?** |
| **Results Framework** | Have you established a clear *Results Framework* or results hierarchy? |  |
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| **Logframe** | Have you transferred the results to the *Logframe*? |  |
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| **Mapping DONOR-REQUIRED Indicators** | Did you map ALL donor-required indicators to the results in the *Logframe*? |  |
| Does each indicator map to only one identified result? |  |
| Did you reference any definitions and/or guidelines from the donor for donor-required indicators? |  |
| Did you consider the capacity, technical knowledge, budget and time necessary to collect indicator data? |  |
| Do all donor required indicators clearly map to current project results? |  |
| IF not, do you need to include an additional result (objective) in the project? |  |
| If an additional result was included, did you validate its causal relationship with the current project results? |  |
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| **Developing PROJECT-SPECIFIC Indicators** | Remember to reference the *Indicator Guidance Matrix* to help you select indicators. |  |
| Remember that indicators are context-specific and can’t always be copied and pasted directly from the *Indicator Guidance Matrix*. |  |
| Does the proposed indicator map to only one result? |  |
| Is the proposed indicator necessary for decision-making? |  |
| Are the selected indicators sufficient to measure the associated results? |  |
| Have you assessed the resources that will be needed to collect the data for the chosen indicators? |  |
| Are there other indicators that can be chosen that require fewer resources while still meeting the project’s needs? |  |
| Did you avoid vague or unclear terms (e.g. sustainable, sufficient, adequate, etc.)? |  |
| Did you determine the target demographic for measurement? (e.g. household, individual, sex, organizational, cooperative) |  |
| Did you determine who will collect data? (e.g. project staff, partner staff, consultant) |  |
| Did you determine how frequently data will be collected? e.g. fixed-point or recurring collection |  |
| Did you consider how long data collection will take? (e.g. survey, encoding, travel) |  |
| Did you determine when data collection will occur? (e.g. baseline, midterm, endline) |  |
| Did you document the rationale for inclusion of each indicator? |  |
| Are indicators non-directional? |  |
| Are targets presented in parentheses following the indicator? |  |
| Are indicators SMART? (Specific, Measurable, Achievable, Relevant and Time-bound) |  |
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| **M&E Matrix** | Did you complete the *M&E Matrix* or donor-required performance monitoring plans after the proposal was approved? |  |
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| **Baseline** | Did you conduct the *Baseline* survey after completing the *M&E Matrix*? |  |
| Did you finalize the indicator targets after completion of the *Baseline* survey? |  |

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| **USAID TIPS Indicator Selection Criteria Checklist\*:** | | | |
| **Criteria** | **Definition** | **Checklist** | **Comments** |
| 1. **Direct** | The indicator clearly represents the intended result. An outsider or an expert in the field would agree that the indicator is a logical measure for the stated result.   * Level. The indicator reflects the right level; that is, it does not measure a higher or lower level than the stated result. * Proxies. The indicator is a proxy measure. If the indicator is a proxy, note what assumptions the proxy is based upon. | |  | | --- | |  |  |  | | --- | |  |  |  | | --- | |  | |  |
| 1. **Objective** | The indicator is clear and unambiguous about what is being measured. | |  | | --- | |  | |  |
| 1. **Useful for Management** | The indicator is useful for management decision-making. | |  | | --- | |  | |  |
| 1. **Attributable** | The indicator can be plausibly associated with project interventions. | |  | | --- | |  | |  |
| 1. **Practical** | Time. Data is produced with enough frequency for management purposes (i.e. timely enough to correspond to project performance management and reporting purposes). Data is current when available.  Cost. Data is worth the cost to project managers. | |  | | --- | |  | |  |
| 1. **Adequate** | The indicators, taken as a group, are sufficient to measure the stated result. All major aspects of the result are measured. | |  | | --- | |  | |  |
| 1. **Disaggregated as necessary** | The indicators are appropriately disaggregated by gender, age, location or some other dimension that is important for programming. In particular, gender disaggregation has been considered as required. | |  | | --- | |  | |  |

\* USAID, *Performance Monitoring and Evaluation TIPS 6: Selecting Performance Indicators*, 2010, pg. 11. <http://pdf.usaid.gov/pdf_docs/Pnadw106.pdf>

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| **Questions to Guide Indicator Development at the M&E Design Phase\*:** | | | |
| **Question** | **Yes** | **No** | **If no:** |
| Do the indicators follow a specific set of indicator development criteria (i.e., SMART, ADAPT, etc.)? | |  | | --- | |  | | |  | | --- | |  | | Choose the most appropriate criteria for the project/program and make sure that the indicators reflect these. |
| Is there an appropriate balance between process and outcome indicators and between qualitative and quantitative indicators? Does the set of indicators reflect the aims of the intervention and the aims of its M&E framework? | |  | | --- | |  | | |  | | --- | |  | | Determine if the mix of indicators will assess the results of the intervention and provide the information needed for learning and decision-making. Is there a need to change the indicator mix? |
| Consider how the evaluation will, or could, be used to advance learning and build an evidence base. Do the indicators provide data that can easily be understood and interpreted? Will the information be useful for decision making, accountability, and adaptive learning? | |  | | --- | |  | | |  | | --- | |  | | Engage with the beneficiaries of the project and end users of the information to discuss the types of questions they seek to answer and the type of information or knowledge they need. |
| Is the number of indicators selected manageable, given expected time frames for reporting and resources available for indicator data collection and analysis? | |  | | --- | |  | | |  | | --- | |  | | Review whether all indicators selected are relevant or if it is possible to exclude some without compromising the integrity of the overall data set. |
| Did relevant stakeholders participate in designing the M&E framework and indicators? | |  | | --- | |  | | |  | | --- | |  | | Participation should be mainstreamed into planning from the beginning. If it is not, explore whether and how to revise current plans and enact institutional policies to ensure better participation in the future. |
| Is there consensus between stakeholders on what the M&E framework will consist of (i.e., indicators, targets, etc.)? | |  | | --- | |  | | |  | | --- | |  | | Seek consensus with stakeholders (beneficiaries, local staff and other actors) so there is shared ownership of project outcomes. |
| Are indicators disaggregated (or designed) to monitor results for different populations (i.e., marginalized groups, women, children, etc.)? | |  | | --- | |  | | |  | | --- | |  | | Decide if disaggregation is important in the evaluation’s use. If so, ensure that indicators reflect differing perspectives, interests and adaptation pathways. |
| Refer to the intervention’s theory of change or logframe model. Will the indicators help in understanding whether the objectives have been achieved? | |  | | --- | |  | | |  | | --- | |  | | Revisit the theory of change/logframe model and assess what information will highlight progress. |
| Do the indicators reflect the assumptions that have been made toward the intervention and its enabling environment? | |  | | --- | |  | | |  | | --- | |  | | Revisit the theory of change and its assumptions and assess how to make the indicators more relevant toward the logic underpinning the intervention, taking into account the context and enabling environment. |
| Have indicators been included that capture the context/enabling environment in which the intervention is operating? | |  | | --- | |  | | |  | | --- | |  | | Develop indicators that track changes in the enabling environment; this should be part of the baseline. |

\* *GOOD PRACTICE STUDY on Principles for Indicator Development, Selection, and Use in Climate Change Adaptation Monitoring and Evaluation*, Climate-Eval Community of Practice, June 2015, pg. 55. <https://www.climate-eval.org/sites/default/files/studies/Good-Practice-Study.pdf>