**Template for an overview of the standards reports 1**

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| **Group** | **#** | **Standards** | **Report** |
| **Longitudinal Design** | 1.1 | **The time period**. The data collection period covered for each participant (i.e., start and end of the data collection) and to what extent the length is sufficient for capturing the targeted symptoms. |  |
| 1.2 | **The number of time points**. Whether and how data were collected on multiple occasions between the start and the end of the time period, the sufficiency of the data collection, and of its frequency and intensity for capturing the target. |  |
| 1.3 | **History or lifetime information**.Whether and which data from before the start of the data collection were taken into account and how these data are relevant for the assessment of the target. |  |
| 1.4 | **The targeted time point(s) of the experts’ assessment**. The time point(s) for which the experts provide their assessment, on which time period the data of the assessments are based (i.e., past data, future data, or both), and justifications for the targeted time point(s). |  |
| **Appropriate data** | 2.1 | **The type and quality of the data.** The type, quality, and relevance of the data and why these data sources are sufficient and suitable for capturing the target. |  |
| 2.2 | **The data triangulation.** Whether and why the data come from different methodological approaches and the degree to which these approaches complement each other. |  |
| 2.3 | **The data presentation**. How the data were structured and presented to the experts for their assessments and why. |  |
| 2.4 | **The access to the index measure**. For an assessment accuracy study, the extent the experts had access to the index measure and why (i.e., an assessment that is being compared to the best-estimate assessment), and how its information was weighted in their assessment. |  |
| **Evaluation – experts, materials, and procedures** | 3.1 | **The expert and panel characteristics.** The characteristics of the experts and the panel, as well as how these characteristics are relevant for assessing the target. |  |
| 3.2 | **The number of experts and panels.** The total number of experts and panels, and how many experts/panels were assessing each case and why. |  |
| 3.3 | **Blindness and conflicts of interest.** Whether and to what extent the experts are blind to the research aims and/or have any conflicts of interest. |  |
| 3.4 | **Instructions and training.** The instructions, training, and/or preparation that the experts specifically received for this assessment task and why they did or did not receive this. |  |
| 3.5 | **The assessment procedure.** The procedure that the experts followed for their assessment. |  |
| 3.6 | **The assessment response format.** The response format used by the experts for their individual assessments, what it included, and how it was structured. |  |
| 3.7 | **The data combination method.** The method or guidelines for how the data should be weighted, judged, and combined by the individual experts to reach a conclusion in their individual assessment. |  |
| 3.8 | **Independent expert assessments.** Whether and how the experts first evaluated the data individually and made their first individual assessments independently. |  |
| 3.9 | **The inter-rater and inter-panel reliability.** The inter-rater/inter-panel reliability, how it was calculated and evaluated, or why it was not possible to calculate it. |  |
| 3.10 | **The solution to disagreements.** The approach for solving (any) disagreements between the individual expert assessments, the rationale for the chosen approach, and potential problems that may have occurred and how these were assessed. |  |
| **Validity** | 4.1 | **The assessment description.** Description of *what* the assessment actually is. |  |
| 4.2 | **The validity and standard.** Reflect on the degree of validity and describe the standard that the method aims to achieve, *how* well the assessment method measures up to that degree, and how it compares with current standards. |  |

1See Table 1 in the LEADING guideline for reporting instructions and reporting examples. We recommend including the completed template as an appendix to the research report. This provides readers and reviewers with an accessible overview and ensures all standards are reported. Avoid simply answering yes or no to the standards when you instead can (succinctly) *describe* justifications and courses of action. Not all of the reporting standards will be applicable to all types of studies – however, it is typically better to describe how a standard is not applicable than to leave the information out.