Checklist: Feedback on a Text

This checklist can also be used to revise a writing project.

1. What is my overall impression of the text?

☐ What is well done and why?

☐ What effect could the text have on other readers? Is the text reader-friendly?

(cf. Writing Center of TU Darmstadt p. 1)

2. Research question

☐ Is the research question (objective of the work) clear? It is recognizable throughout the whole text?

3. Content

☐ Are there statements that are unclear or vague?

☐ Is there something missing? If so, where?

☐ Is something contradictory?

☐ Where could descriptions, examples or comparisons help illustrate what you are trying to say?

☐ Do phrases repeat themselves? What is not helpful in answering the question and therefore superfluous?

(cf. Writing Center of European University Viadrina)

4. Structure

☐ Does the work follow the order and answer aspects mentioned in the introduction?

☐ Is the research question being addressed and answered in the conclusion?

☐ Are the characteristics of the text type taken into account (i. e. are all the necessary parts of the introduction there)?

☐ Is there a common thread (recognizable argumentative structure)?

☐ Are there mental leaps?

☐ Is the separation into chapters and paragraphs logically comprehensible? Could additional headings structure the text more clearly?

☐ Could transitions be added in between chapters or paragraphs?

☐ Could a list or table make the text more reader-friendly?

(cf. ibid.)

5. Scientific standards

☐ Are there passages where something is claimed that needs scientific evidence?

☐ Are there passages in which it is unclear whose opinion or research results are stated? ("Who is speaking?")

☐ Are quotes reasonably integrated into the text?

☐ Are central terms being defined?

☐ Are abbreviations explained when first used?

(cf. ibid.)

6. Phrasing/ style

☐ Is the sentence comprehensible, incomprehensible, too complex, too simple, too long, too short?

☐ Is there variety in the use of language or is it rather monotonous (i. e. variations in syntax or word choice)?

☐ Is the language suitable for the targeted group of readers (i. e. too complex, too simple, too colloquial)?

(cf. Writing Center of TU Darmstadt p. 2)

7. Linguistic accuracy

☐ Are there grammatical mistakes in the text, i. e. mistakes in sentences (sentence structure or compound sentences) or mistakes in words (singular/ plural, case, tense)?

☐ Is the punctuation correct (especially commas)?

☐ Is the spelling correct (capitalization, separate spelling, foreign words …)?

(cf. ibid.)

8. Presentation

☐ Is the font reader-friendly?

☐ Is the layout appealing?

☐ Are the formal requirements of the supervisor being met?

Sources:
Frank, Andrea, et al. *Schlüsselkompetenzen: Schreiben in Studium und Beruf*. 2., aktualisierte und erweiterte Auflage, J.B. Metzler, 2013.
Writing Center of TU Darmstadt. *Textlupe*. n.d.
Writing Center of European University Viadrina. *Leitfragen für konstruktives Feedback („Higher Order Concerns")*. 2016.
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