

TAFT

Tutor Annotated Feedback Template

Developed by: Sue Becker; Holly Shahverdi; Luke Kennedy & Nadine Spence
(October 2014)

Introduction

The TAFT has been constructed to aid tutors in providing feedback on writing at degree level. This feedback tool is organized into four sections that address different aspects of academic writing and which match the SALT.

These are as follows:

- **Section A:** Grammatical accuracy
- **Section B:** Correct use of language
- **Section C:** Structure and development of text
- **Section D:** Use of relevant source material

Each section takes the form of a checklist. Your tutor will check off those points which they feel you have included throughout your assignment. This can be compared to your own ratings of your work in order to encourage development of an academic writing style and identify any areas where your writing style may differ from what tutors require.

In the checklists, each criterion is briefly explained to ensure that you fully understand it. If you feel that you need further clarification of a particular criterion, there is a glossary at the back of the SALT booklet including examples. Once tutors have checked each box, they will grade each element between 1 and 5.

Grading scale key

- 1: Inaccurate
- 2: Often inaccurate
- 3: Some inaccuracies
- 4: Mainly accurate
- 5: Accurate

Section A: Grammatical accuracy

Criteria	Check Box	5	4	3	2	1
<p>1. Correctly formed clause structures <i>You must make sure that your sentences are structured correctly.</i></p>						
<p>2. Correct subject-verb agreement <i>All verbs within the sentence must make sense.</i></p>						
<p>3. Correctly formed tense choice <i>The appropriate tense must be used.</i></p>						
<p>4. Demonstrate use of both passive and active language <i>Work must demonstrate an understanding that the focus of a sentence is interchangeable. The focus may be either the action or the object.</i></p>						
<p>5. Correct use of articles <i>The word prior to the noun must be used correctly, (a, and or the)</i></p>						
<p>6. Correct use of conjuncts, adjuncts and disjuncts <i>Please refer to the glossary for a more in-depth explanation of these.</i></p>						
<p>7. Punctuation is generally correct <i>Full stops, commas, semi-colons etc. must be used in the correct place.</i></p>						
<p>8. Spelling is generally correct <i>Work must be spell checked. Any word that you are unsure how to spell should be looked up in a dictionary.</i></p>						
<p>9. Capitals used appropriately <i>Capital letters must be used at the beginning of sentences and for the names of places or people.</i></p>						

Areas for improvement & examples of good practice

Section B: Correct use of language

Criteria	Check Box	5	4	3	2	1
1. Field specific vocabulary <i>The language used throughout your work must be relevant to the field you are studying.</i>						
2. Appropriate level of formality and objectivity <i>It is important that a neutral and unbiased perspective is adopted.</i>						
3. Appropriate use of evaluative language <i>The language used within the text must include evaluative language such as modality and metaphors</i>						
4. Appropriate use of grammatical metaphor <i>Please refer to the glossary for a more in-depth explanation of grammatical metaphor.</i>						
5. Organization of main points within the text <i>Information must be structured in a way that allows the reader to fully understand how the argument has developed.</i>						
6. Control of cohesive devices <i>In order to make sure the text is concise; repetition of similar phrases in a sentence should be avoided.</i>						

Areas for improvement & examples of good practice

Section C: Structure and development of text

Criteria	Check box	5	4	3	2	1
<p>1. Introduction orientates to how the argument will be presented</p> <p><i>The first paragraph must show awareness of how to compose a structured answer that addresses the question being asked.</i></p>						
<p>2. Claims build up the argument presented in the introduction</p> <p><i>All points made throughout the text should be relevant to the introduction.</i></p>						
<p>3. Text structure is appropriate to the title</p> <p><i>The writer should be aware of which structure is appropriate for their work and adjust writing style accordingly to meet the criteria of that assessment. E.g., an essay is structurally different to a report.</i></p>						
<p>4. Beginnings of paragraphs and sentences orientate to the argument and title</p> <p><i>The first sentence of each paragraph should relate to the last sentence of the preceding paragraph.</i></p>						
<p>5. Conflicting arguments are presented, addressed and effectively managed</p> <p><i>Counter arguments must be incorporated and critically evaluated correctly.</i></p>						
<p>6. Information flow in the argument progresses in a logical order</p> <p><i>The writer must present coherent text when discussing the size, scope and impact of the claims within the argument.</i></p>						
<p>7. Conclusion follows from argument and relates to title.</p> <p><i>The conclusion should be directly related to both the title and the rest of the text.</i></p>						

Areas for improvement & examples of good practice

Section D: Use of relevant source material

Criteria	Check Box	5	4	3	2	1
<p>1. Most relevant and up to date research is included <i>It is essential that the most relevant up to date source material is used throughout text when discussing theories.</i></p>						
<p>2. Non peer-reviewed and non-academic source material is avoided <i>All information, (both from research and theory), should be taken from sources that have been peer reviewed and are reliable.</i></p>						
<p>3. Information from course material and any other research is interpreted correctly <i>The writer should filter only the most relevant pieces of information from source material and use it appropriately.</i></p>						
<p>4. Text is free from plagiarism <i>The writer must be able to demonstrate originality when answering the question.</i></p>						
<p>5. Accurate referencing in text, bibliography or reference list <i>The writer must be able to format academic writing using different sources correctly within the accepted guidelines.</i></p>						

Areas for improvement & examples of good practice

Additional comments: