**Giving Quality Feedback**

Think about what types of feedback are helpful for someone who wants to improve their speech, as well as which types of comments do not provide any sort of useful guidance. Use the following sorts of helpful constructive and descriptive comments when giving your classmates feedback during peer workshops and after presentations:

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| ***Not Helpful*** | ***Helpful*** |
| **Negative**  Negative comments criticize or identify an area where the speech needs improvement, but do not provide directions or offer suggestions for improvement.  Examples:   * *Source citations* * *Missing transitions* * *Delivery* * Image result for checkmark | **Constructive**  Constructive comments identify areas where the speech needs improvement and provide directions or details about specific recommendations for improvement.  Examples:   * *Make sure that you cite each source out loud and include the date, publication, name of the expert, and the source’s credentials the first time you cite the source out loud.* * *Your transitions aren’t very clear to the audience. Try including a review, signpost, and preview in each transition to help keep your audience on track with where you are in the speech.* * *You are having a hard time keeping everyone’s attention. Work to project your voice more, use gestures that reinforce the meaning of your speech, and incorporate facial expressions that let us see how passionate you are about this topic.* |
| **Positive Non-Descriptive**  Positive non-descriptive comments indicate that the speaker did something well, but do not describe how that task was accomplished in detail.  Examples:   * *Good eye contact* * *Clear thesis* * *Good attention getter* * ☺ | **Positive Descriptive**  Positive descriptive comments (1) indicate that something was done well, and (2) explain in detail what specifically what the reviewer liked about how the task was accomplished.  Examples:   * *You are doing a great job engaging the audience by using strong eye contact with each member of the audience and conveying your enthusiasm through your movements and facial expressions.* * *Your thesis and preview of main points were artistically worded and gave us a concise overview of your entire speech.* * *The statistic that you used in the attention getter did a great job of piquing our interest and establishing the importance of this topic.* |

Adapted from Simonds, C.J., Meyer, K. R., Hunt, S. K., & Simonds, B. K. (2009). Speech evaluation assessment: An analysis of written speech feedback on instructor evaluation forms in the basic communication course.  *Basic Communication Course Annual, 21,* 69-96.