Presentation feedback form for peer practice

A presentation feedback form gives a presenter specific, comparable notes from several listeners after a practice talk. This one has ten statements on a five-point scale, three open questions, a self-review version with the same statements, and a 45-minute practice round for groups of three or four. It is feedback for practice, not grading: there is no pass mark, and the forms go to the presenter.

45 minutes | 3–12 participants | Online and adaptable in person

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The outcome

By the end of 45 minutes each participant has given a three-minute talk, holds two or three peer forms and a self-review on the same ten statements, and has written one change for a real presentation with a self-check date two to four weeks after it.

Before the session

- For trainers, team leads and L&D staff who help adults at work practise presenting, with 3–12 people in groups of three or four. The form is feedback for practice, not grading: no pass mark, and the scores stay with the presenter.
- A few days before, ask each person to prepare a three-minute talk on a work topic they will present soon, or an invented one, with up to three slides or none. Send the ten statements with the invitation.
- Print for each person a self-review form, a comparison sheet and one peer form for every other member of their group, plus spares. Prepare a timer everyone can see or hear.
- Offer the forms as plain text. Online, turn on captions and keep cameras optional. A presenter may ask reviewers to skip one statement that does not fit them, such as voice and pace for a person with a speech difference. People can present seated, and reviewers can hand over the form instead of speaking.

Included in this kit

A facilitator run of show, participant worksheets with real tables, reference tables, debrief questions, adaptation notes and a follow-up plan. Use the editable Word copy to tailor examples and prompts before delivery.

Original material by Superglue. Timings are suggestions; adjust them to your participants. This resource has not been independently evaluated.

What is inside

- Presentation feedback form
- Self-review form
- Compare your forms
- Turn plan for groups of three or four
- Follow-up self-check, two to four weeks later
- Filled example: three reviewers and a self-review
- Filled example: what the reviewers wrote
- Facilitator section: run of show, reference tables, debrief and adaptations

Presentation feedback form

One form per talk you watch. Score what you saw and heard, not the person. This is feedback for practice, not a grade. Give the form to the presenter at the end of the turn.

Presenter and topic: _____ Your name (optional): _____
Tick one box per statement. 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree. Leave a row blank if you could not judge it.

#	Statement	1	2	3	4	5
1	The opening gave me a reason to listen within the first 30 seconds.	☐	☐	☐	☐	☐
2	Early on, the presenter said what the talk was for and what I would get from it.	☐	☐	☐	☐	☐
3	I could follow the order of the points without getting lost.	☐	☐	☐	☐	☐
4	Each main point was supported by an example, a number or a fact.	☐	☐	☐	☐	☐
5	The words suited this audience; any jargon was explained or left out.	☐	☐	☐	☐	☐
6	The slides or visuals helped me follow and did not compete with the speaker.	☐	☐	☐	☐	☐
7	I could hear every word, and the pace gave me time to take in each point.	☐	☐	☐	☐	☐
8	The presenter spoke to the audience rather than reading from notes or slides.	☐	☐	☐	☐	☐
9	The close repeated the main message and told me what to do or remember.	☐	☐	☐	☐	☐
10	I could state the main message in one sentence when the talk ended.	☐	☐	☐	☐	☐

One moment that worked: what did the presenter say or do, and roughly when?

_____

_____

_____

One change that would help most next time, and why

_____

_____

_____

The main message as I heard it, in one sentence

_____

_____

_____

Self-review form

Fill in the top before your talk. Tick the statements straight after it, before you read the reviewers' forms.

Tick one box per statement. 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree. Leave a row blank if you could not judge it.

My intended main message, in one sentence

_____

A statement I asked reviewers to leave out (optional)

_____

Time used (filled in by the timekeeper)

_____

#	Statement	1	2	3	4	5
1	My opening gave the audience a reason to listen within the first 30 seconds.	☐	☐	☐	☐	☐
2	Early on, I said what the talk was for and what the audience would get from it.	☐	☐	☐	☐	☐
3	I kept to a clear order of points that the audience could follow.	☐	☐	☐	☐	☐
4	I supported each main point with an example, a number or a fact.	☐	☐	☐	☐	☐
5	My words suited this audience; I explained jargon or left it out.	☐	☐	☐	☐	☐
6	My slides or visuals helped the audience follow and did not compete with me.	☐	☐	☐	☐	☐
7	I spoke so every word could be heard, at a pace that left time to take in each point.	☐	☐	☐	☐	☐
8	I spoke to the audience rather than reading from notes or slides.	☐	☐	☐	☐	☐
9	My close repeated the main message and told the audience what to do or remember.	☐	☐	☐	☐	☐
10	I expect the audience could state my main message in one sentence.	☐	☐	☐	☐	☐

Compare your forms

Copy your own tick and each reviewer's tick for every statement. Mark rows where most reviewers ticked 3 or lower, and rows where your score is two or more higher than most reviewers' scores. The peer mean and the gap are optional on paper; the Excel tally works them out.

#	Statement	My score	Rev. 1	Rev. 2	Rev. 3	Peer mean	Gap
1	Opening						
2	Purpose						
3	Order						
4	Support						
5	Words						
6	Visuals						
7	Voice and pace						
8	Speaking to us						
9	Close						
10	Main message						

The main message sentences from my reviewers, against the one I intended

_____

_____

The one change I will make, and the statement it belongs to

_____

_____

My next real presentation (title and date), and my self-check date two to four weeks after it

_____

_____

Turn plan for groups of three or four

Paste this into each breakout room or put it on each table. Both group sizes take 24 minutes. Rotation: A presents first and B keeps time, then B presents and C keeps time, and so on. In a group of three, A keeps time for C; in a group of four, A keeps time for D.

Part of each turn	Group of three	Group of four	Who does what
Talk	3 minutes	3 minutes	The presenter speaks. The timekeeper shows a sign at 2:30 and at 3:00 and notes the time used.
Silent forms	2 minutes	1 minute 30 seconds	Reviewers tick the peer form and write the three open answers. The presenter fills in the self-review.
Spoken feedback	3 minutes	1 minute 30 seconds	The presenter speaks first: one thing that worked, one thing to change. Each reviewer then reads one moment that worked and one change. Nobody argues about a score.
Hand over	Within the turn	Within the turn	Reviewers give their forms to the presenter. The next person presents.
Whole turn	8 minutes, 3 turns = 24	6 minutes, 4 turns = 24	The timekeeper is the person who presents next. Everyone except the presenter reviews.

Follow-up self-check, two to four weeks later

Fill this in yourself after a real presentation, two to four weeks after the practice round. Keep it with your practice forms. Nobody else needs to see it.

Question	Your answer
Have you given a real presentation since the practice round?	Yes / No / Not yet
Did you make the one change you chose? What happened?	Yes / Partly / No
If you asked one listener for the main message in one sentence, how close was it to what you intended?	
Which statement on the form will you work on next, and how will you practise it?	

Filled example: three reviewers and a self-review

A fictional practice talk in a group of four. Presenter A proposes moving the weekly team update from Monday 09:00 to Tuesday 10:00 for a four-week trial. Peer mean of all scores 3.52; self-review mean 3.40. Lowest peer mean: Purpose (2.33). Widest gap where the presenter rated themselves above the reviewers: Purpose (+1.67). Reviewer 2 left Visuals blank, so that mean uses two answers. Time used 3 min 40 s of the agreed 3 minutes: 40 seconds over.

#	Statement	Reviewer 1	Reviewer 2	Reviewer 3	Self	Peer mean	Self minus peers
1	Opening	4	5	4	3	4.33	-1.33
2	Purpose	3	2	2	4	2.33	+1.67
3	Order	4	4	5	4	4.33	-0.33
4	Support	5	4	4	4	4.33	-0.33
5	Words	4	4	3	4	3.67	+0.33
6	Visuals	3		4	3	3.50	-0.50
7	Voice and pace	2	3	3	2	2.67	-0.67
8	Speaking to us	4	5	4	3	4.33	-1.33
9	Close	3	3	3	3	3.00	0.00
10	Main message	3	2	3	4	2.67	+1.33

Filled example: what the reviewers wrote

The open answers from the same fictional turn, and the presenter's own. Two of the three main message sentences miss the request, which matches the low Purpose and Main message scores.

Who	A moment that worked	One change	The main message as heard
Reviewer 1	At about 0:20, the photo of the empty meeting room on a Monday morning. It made me want to hear the rest.	Say at the start what you want us to decide. I only knew it was a proposal at 2:40.	Mondays are busy, so the update should move.
Reviewer 2	The three numbers on slide 2, and the pause after them.	Slow down on slide 2. I lost the third number.	Something about the Monday update not working.
Reviewer 3	You put your notes down after the first minute and talked to us.	End with the ask: "Can we try Tuesday 10:00 for four weeks?"	We should try a new time for the update.
Presenter A (self-review)	The photo worked, and I felt calmer once the notes were down.	I ran 40 seconds over. Cut one of the three numbers.	Intended: move the weekly update to Tuesday 10:00 for a four-week trial from 3 November.

The one change Presenter A chose: Say the request and the four-week trial in the first 30 seconds, and repeat it as the last sentence (Purpose and Close).

Facilitator run of show

1 Open and agree the rules | 5 minutes

One minute: say the purpose. “Each of you will give a three-minute talk and get notes from two or three colleagues. This is practice. Nobody is graded, and the forms go to the presenter, not to me or to a manager.” Two minutes: agree four rules. Score what you saw and heard, not the person. Every low score needs a moment you can point to. The presenter speaks first in the feedback. Anyone can pass or present seated. Two minutes: form groups of three or four, and agree the order of presenters: A, B, C and, in a group of four, D.

2 Walk through the form | 5 minutes

Three minutes: show the peer form and the table “What to look for in each statement”. Say: “Tick 3 when you saw it partly. Leave a row blank when you could not judge it, for example Visuals when there were no slides.” Point out the open question about the main message: “Write it in one sentence straight after the talk. The presenter will compare your sentence with what they meant.” Two minutes: each presenter writes their intended main message in one sentence on the self-review form, and tells their group if there is one statement they want reviewers to leave out.

3 Three or four presentation turns | 24 minutes

In a group of three, each turn takes eight minutes: three minutes of talk, two minutes of silent forms and three minutes of spoken feedback, three turns in all. In a group of four, each turn takes six minutes: three minutes of talk, one and a half minutes of forms and one and a half minutes of feedback, four turns in all. Both add up to 24 minutes. The timekeeper is the person who presents next. They show a sign at 2:30 and at 3:00 and write the time used on the presenter’s self-review. During the silent forms, reviewers tick the peer form and the presenter fills in the self-review. Say before the first turn: “In the feedback the presenter speaks first. Then each reviewer reads one moment that worked and one change. Do not argue about a score.” Call each change of turn. Reviewers hand their forms to the presenter at the end of each turn.

4 Compare your forms and choose one change | 4 minutes

Two minutes: each presenter lays the forms side by side and marks two kinds of row on the comparison sheet: rows where most reviewers ticked 3 or lower, and rows where their own tick is two or more boxes higher than most reviewers’ ticks. They also read the reviewers’ main message sentences against their own. Two minutes: each person writes one change for their next real presentation and the statement it belongs to. Say: “Choose one change. Two or three at once are hard to see.” The means can be worked out later in the Excel tally.

5 Group debrief | 4 minutes

Bring everyone together and ask for patterns, not people. “Where did your own score differ most from your reviewers’ scores, and in which direction?” “How close were the main message sentences to what the presenter meant?” “Which comment was easiest to act on, and what made it usable?” Collect two or three useful comments on a shared list or in the chat. Do not ask anyone to read out their scores.

6 Plan the real presentation and close | 3 minutes

Each person writes on the comparison sheet the date of their next real presentation and a self-check date two to four weeks after it. Say: “After that presentation, fill in the short self-check. Nobody else needs to see it.” Ask each person to share their one change in a line, aloud or in the chat, or to pass.

Reference tables

What to look for in each statement

Behaviour anchors for reviewers. Tick 3 when you saw it partly, or some of the time. Leave a row blank if you could not judge it.

#	Short name	Statement	Tick 4 or 5 when…	Tick 1 or 2 when…
1	Opening	The opening gave me a reason to listen within the first 30 seconds.	A question, an example, a problem or a picture in the first half-minute made the topic matter to you.	The talk began with thanks, an apology, housekeeping or the agenda, and the reason to listen came late or not at all.
2	Purpose	Early on, the presenter said what the talk was for and what I would get from it.	In the first minute you heard what you would know, decide or do by the end.	You found out what the talk was for near the end, or had to guess.
3	Order	I could follow the order of the points without getting lost.	You knew where you were: “first”, “the second reason”, “so what now”. Each point led to the next.	Points jumped back and forth, or you lost count of how many there were.
4	Support	Each main point was supported by an example, a number or a fact.	Every main point had something you could check or picture.	Claims stood on their own, or the only support was “trust me” or “everyone knows”.
5	Words	The words suited this audience; any jargon was explained or left out.	You understood every term the first time, without asking a neighbour.	Abbreviations or insider terms went unexplained, or the language talked down to the audience.
6	Visuals	The slides or visuals helped me follow and did not compete with the speaker.	Each slide carried one idea, could be read from your seat and matched what was being said.	You were reading dense text while the presenter said something else. Leave the row blank if there were no visuals.
7	Voice and pace	I could hear every word, and the pace gave me time to take in each point.	You heard every word and there were pauses after the key points.	You missed words, or the points came too fast to take in. Leave blank if the presenter asked you to skip this row.
8	Speaking to us	The presenter spoke to the audience rather than reading from notes or slides.	Notes were a prompt. The presenter talked to you and reacted to the room or the chat.	Most of the talk was read aloud from a script or from the slides.
9	Close	The close repeated the main message and told me what to do or remember.	The last 30 seconds gave the message again and a clear ask or next step.	The talk stopped with “that’s it” or “any questions?”, or ended on a new point.
10	Main message	I could state the main message in one sentence when the talk ended.	You could write the main message straight away, and it is close to what the presenter intended.	You were unsure what the main message was, or could only list the topics.

Rotation

The timekeeper is the person who presents next. Everyone except the presenter fills in a peer form, the timekeeper included.

Turn	Presents	Keeps time	Reviews
Turn 1	Person A	Person B	B, C (and D)
Turn 2	Person B	Person C	A, C (and D)
Turn 3	Person C	Person D, or Person A in a group of three	A, B (and D)
Turn 4, groups of four only	Person D	Person A	A, B, C

Debrief and next steps

Questions for reflection

- Where did your own score differ most from your reviewers' scores, and in which direction?
- How close were the reviewers' main message sentences to the one you intended, and what does that tell you about your opening and close?
- Which written comment was easiest to act on, and what made it usable?
- What will you do differently in your next real presentation, and how will you know whether it worked?

Adapt the session

- With five people, run a group of three and a pair. The pair has two eight-minute turns, then each person repeats the first minute of their talk with one change and hears two minutes of feedback, and the pair uses the last two minutes to start comparing forms. With three or four people, run one group.
- For a 30-minute version, keep the opening (5 minutes) and a shorter walk through the form (3), run groups of three with two-minute talks and seven-minute turns (21), and close with one change each (1). Drop the debrief and ask people to compare their forms afterwards.
- Online, use breakout rooms of three or four and share the forms as an editable document or form, one copy per reviewer. Presenters share their own slides. Cameras are optional; reviewers can judge the statements from audio and slides, and item 8 asks whether the presenter talked to the audience, not whether they looked at a camera.
- For quiet participants or anyone who finds presenting stressful, allow a seated talk, notes, a two-minute talk or a talk to the facilitator alone. A reviewer can hand over the written form without speaking. Any presenter can ask reviewers to leave out one statement, and anyone can pass.
- For a team rehearsing a real presentation, keep the same form but add one line at the top: "The decision we want from this audience." Ask reviewers to play that audience. Do not use the scores to choose who presents.

After the session

Two to four weeks after the practice round, and after a real presentation, each person fills in the follow-up self-check and keeps it with their practice forms. If you run a programme, send a short reminder with the self-check questions on the date people chose, and ask only whether they made their change, not for their scores. Do not collect the peer forms or report scores to managers: the forms were written for the presenter's practice, and their value depends on that promise being kept.

Questions people ask

What should a presentation feedback form include?

Statements about things a listener can observe: the opening, the purpose, the order of points, the support for each point, the words, the visuals, voice and pace, speaking to the audience, the close and whether the main message landed. A five-point scale makes forms from several reviewers comparable. Add space for one moment that worked, one change and the main message as heard.

Should peer feedback on a practice presentation be scored at all?

Scores help a presenter see where two or three listeners agree, and where their own view differs. They are not a grade. Do not add the ten scores into a total, set a pass mark or compare presenters with each other. Pair every low score with a moment the reviewer can point to.

How is this different from the train-the-trainer micro-teaching session?

The micro-teaching session is for teaching: each person runs a five-minute lesson in which learners do a task, an observer notes times and words, and the opening is taught again. This kit is for presenting a message to an audience. It uses a ten-statement form from two or three reviewers, a self-review on the same statements and a tally of the gap between them. The two work well in sequence.

How many reviewers does each presenter need?

Two or three. One reviewer gives an opinion; two or three show where listeners agree. The Excel tally takes up to six reviewers, for example when a small group all watch one person.

Can I use this form for student presentations or to assess staff?

It was written for adults at work who are practising, and it has not been tested as an assessment. For a graded or formal assessment you would need criteria agreed in advance, trained assessors and a way to appeal, which this kit does not provide. Adapting the wording for a class is fine, as long as it stays feedback for practice.

What is included in the free and editable files?

The open PDF holds the peer feedback form with its open questions, the self-review form, the comparison sheet, the turn plan and rotation, the follow-up self-check, two filled examples, what to look for in each statement and the 45-minute facilitator plan. Subscribers also receive the editable Word file, an Excel workbook with the session plan, a blank and a filled tally for up to six reviewers, a group planner and a follow-up date sheet, and a CSV of the session plan.

Use and sharing

Free to use and adapt in your own training sessions, including paid client work. Do not resell or redistribute the unmodified download as a standalone product. Share the resource page instead.