

# Advocacy-Inquiry Rubric

Rating Preview, I Saw, I Think, I Wonder, Listen

This process helps you view conversational skills as an expert would, in order to help you and your peers develop skills as expert communicators.

You will reflect on and rate the elements of an observed Advocacy-Inquiry.

## Element “Preview”

Ineffective	Effective
<i>Notes:</i>	
Off-putting words, threatening language	Orients the listener to the topic/Describes the topic/Signals a change of topic
No preview or signal of topic change	Uses simple, clear terms appropriate to listeners
Points out or "calls out" individuals in an unwelcome way	Is a neutral statement, does not evaluate performance
Misleading preview	Specific: Might address who/what/when/where
Includes assumptions or inferences	Seeks permission/Invites to discuss
Includes a judgment (may be hidden), or an assessment of performance	Is succinct, as concise as possible

Rating Scale (Ratings are holistic, not arithmetic)

1	2	3	4	5	6	7
Ineffective	Somewhat Ineffective	Marginally Effective	Somewhat Effective	Mostly Effective	Very Effective	Extremely Effective

Rate the elements of the Advocacy Inquiry using the effectiveness scale. Think holistically and not arithmetically as you consider the cumulative impact of behaviors, which may not bear equal weight. Some behaviors vary by degree; some are present, and some are not. You must weigh the impact of variation in the behaviors as you see fit based on your holistic view of the element.

## Element "I Saw/I Heard" (Observation)

Ineffective	Effective
<i>Notes:</i>	
Does not include an observation, no "I saw/I heard" statement	Describes concrete, visible, audible phenomena or actions, paints a picture
Verbal statements are accusatory; may appear to blame a person or persons	Owns observation as my own, uses "I statements"
Vague, too general, too abstract, does not refer to observable phenomena	Focused on specific events, might address who/what/when/where
Includes judgment, critique	Objective, free of judgment, free of inference
Presents observations as "the truth", as certain, does not "own" the observation as the speaker's perspective	Connects to the previous and upcoming "I think"
Includes inferences or assumptions about others, ascribes motives, feelings, or thoughts	Reveals the speaker's areas of uncertainty (e.g. what they didn't hear or see clearly)

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## Element “I Think” (Point of View)

Ineffective	Effective
<i>Notes:</i>	
Verbal statements are accusatory or aggressive; appear to blame or humiliate a person or persons	Is honest, is "transparent", shares the speaker's judgment, opinion, or assessment
Includes condemnation of a person or team, mistakes spotlighted as a violation	Shares perspective as their own; conveys humility
Speaker omits statements of their point of view completely	Conveys positive regard, curiosity, respectful interest in others' perspectives
The speaker's reasoning, judgment, opinion, or take on the link between actions and results is missing, implied, cloaked, sugar-coated, or too vague	Reveals speakers' reasoning and/or feelings about the link between actions and specific consequences, impacts, implications, effects
Presents own perspective as "the truth", conveys certainty, appears to close off other perspectives	Connects to the preview, "I saw" in a powerful way
Includes inferences or assumptions about others, ascribes motives, feelings, or thoughts	Normalizes the performance (if appropriate)

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## Element “I Wonder” (Inquiry)

Ineffective	Effective
<i>Notes:</i>	
Closed-ended, leading, or yes/no question, may start with did/didn't, would/wouldn't, is/isn't, don't you think	An open-ended question that invites a broad range of answers or explanations, is an "essay question"
Conveys judgment, condemnation, is an inquisition rather than an inquiry	Free of judgment, inference, teaching, solutions
Is a "test" question to assess knowledge (without a preview about the reason for the question)	Invites listener(s) to share their thinking, reasoning, priorities, frame, values, or perspective, invites them to reflect
"Guess what I am thinking" question, appears to explore thinking but seeks an answer the speaker has in mind already	Inquiry links logically to the preview, I saw, I think
Includes inferences or assumptions in the question, ascribes motives, feelings, or thoughts	Is short, is concise as possible
Conveys certainty, lacks curiosity	Conveys genuine curiosity, interest, wonder

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## Element “Listen”

Ineffective	Effective
<i>Notes:</i>	
Interrupts, talks over, cuts people off too often	Allow the speaker to finish stating their thoughts, minimize interruptions
Voice tone, words, or paravocal sounds (sighing, sniffing, grunting, harsh laughter, tongue clicking, muttering under one's breath) convey disdain, condemnation, anger, suspicion	Uses verbal affirmation to encourage others to speak, "Thank you," "I see", " Go on", "Tell me more"
Arguing in a way that suppresses other person's sharing their point of view	Paraphrase, reflect, mirror back/repeat or recount what I heard
Lecturing or talking ad nauseam	Internal state: listening intently, is curious, listens to understand
Dismissing other person's worries, concerns, focus	Clarifies or tests own understanding: invites clarification, expansion, deeper explanation
Correcting or interpreting other people's thoughts in a way that suppresses their talking	Allows silence

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