

# Advocacy-Inquiry Rubric

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

This process helps you view conversational skills to assist you and your peers in developing 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		
Misleading preview			
Points out or "calls out" individuals in an unwelcome way	Specific: Might address who/what/when/where		
Includes a judgment (may be hidden), or an assessment of performance	Is a neutral statement, does not evaluate performance		
Includes assumptions or inferences	Seeks permission/Invites to discuss Is succinct, as concise as possible		
Not Observed	Ineffective	Somewhat Effective	Extremely Effective

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

## Element “I Saw/I Heard” (Observation)

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



Not Observed



Ineffective



Somewhat Effective



Extremely Effective

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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	
Includes condemnation of a person or team, mistakes spotlighted as a violation	
Speaker omits statements of their point of view completely	←-----→
Presents own perspective as "the truth", conveys certainty, appears to close off other 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	←-----→
Includes inferences or assumptions about others, ascribes motives, feelings, or thoughts	
	Is honest, is "transparent", shares the speaker's judgment, opinion, or assessment
	Shares perspective as their own; conveys humility
	Conveys positive regard, curiosity, respectful interest in others' perspectives
	Reveals speakers' reasoning and/or feelings about the link between actions and specific consequences, impacts, implications, effects
	Connects to the preview, "I saw" in a powerful way
	Normalizes the performance (if appropriate)



Not Observed



Ineffective



Somewhat Effective



Extremely Effective

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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
Conveys certainty, lacks curiosity	Inquiry links logically to the preview, I saw, I think
"Guess what I am thinking" question, appears to explore thinking but seeks an answer the speaker has in mind already	Conveys genuine curiosity, interest, wonder
Includes inferences or assumptions in the question, ascribes motives, feelings, or thoughts	Is short, is concise as possible



Not Observed



Ineffective



Somewhat Effective



Extremely Effective

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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	Allows silence
Correcting or interpreting other people's thoughts in a way that suppresses their talking	Clarifies or test own understanding: invites clarification, expansion, deeper explanation
	
Not Observed	Ineffective
	
Somewhat Effective	Extremely Effective

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