





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				
Notes:						
Off-putting words, threatening language						
No preview or signal of topic change	←-----→	Orients the listener to the topic/Describes the topic/Signals a change of topic				
		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	Owens observation as my own, uses "I statements"
	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	
Includes inferences or assumptions about others, ascribes motives, feelings, or thoughts	Objective, free of judgment, free of inference
	Connects to the preview and upcoming "I think"
	Reveals the speaker's areas of uncertainty (e.g. what they didn't hear or see clearly)
	
Not Observed	Extremely Effective
	
Ineffective	Somewhat Effective





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Element “I Think” (Point of View)

Ineffective		Effective				
Notes:						
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	←-----→	Is honest, is "transparent", shares the speaker's judgment, opinion, or assessment				
Presents own perspective as "the truth", conveys certainty, appears to close off other perspectives	←-----→	Shares perspective as their own; conveys humility				
		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				
		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)				
	-----		-----		-----	
Not Observed		Ineffective		Somewhat Effective		Extremely Effective





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Element “I Wonder” (Inquiry)

Ineffective		Effective				
Notes:						
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				
		Inquiry links logically to the preview, I saw, I think				
Conveys certainty, lacks curiosity	←-----→	Conveys genuine curiosity, interest, wonder				
"Guess what I am thinking" question, appears to explore thinking but seeks an answer the speaker has in mind already						
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		
Notes:			
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			
Arguing in a way that suppresses other person's sharing their point of view	Uses verbal affirmation to encourage others to speak, "Thank you," "I see", " Go on", "Tell me more"		
Lecturing or talking ad nauseam			
	Paraphrase, reflect, mirror back/repeat or recount what I heard		
	Internal state: listening intently, is curious, listens to understand		
Dismissing other person's worries, concerns, focus			
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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