Fine Arts Seminar, Music Segment
Social Responsibility Assessment Rubric

This is an example of a rubric designed to directly assess social responsibility as it is demonstrated in the students' research projects. Teams of students will be presenting a research paper, an oral presentation, and a visual poster presentation detailing the music culture of a country that is outside the Western tradition. They will have been taught how to approach a culture different from their own, and will be following specific precepts taught in the course. **Note: In order to make the teaching of social responsibility more effective, this rubric will be discussed with, and shown to, students.**

Submitted by Sheryl K. Murphy-Manley, Sam Houston State University, August 2012, adapted in part from the AACU "Intercultural Knowledge and Competence Value Rubric"

Student:

Skills (% and Points)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Points
The student's project demonstrates intercultural competence **(40%)**	-Student's project demonstrates lack of understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or belief systems -Student's project demonstrates inability or discomfort with identifying possible cultural differences with others -Student's project shows minimal awareness of his/her own cultural rules and biases	-Student's project demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or belief systems -Student's project identifies his/her own cultural rules and biases -Student's project displays a strong preference for those rules shared with his/her own cultural group and seeks the same in others	-Student's project demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or belief systems -Student's project demonstrates that he/she recognizes new perspectives about his/her own cultural rules and biases -Student's project does not appear to be seeking 'sameness', and is comfortable with the complexities that new perspectives offer	-Student's project demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or belief systems -Student's project articulates insights into his/her own cultural rules and biases -Student's project indicates desire to understand complexities and insight as to how his/her experiences have shaped rules and biases within his/her own culture -Student's project recognizes and responds to cultural biases, resulting in a shift in self-description	_____ x 4
The student's project displays knowledge of civic responsibility **(30%)**	-Student's project demonstrates no awareness or acknowledgement of what his/her civic responsibility entails -Student's project does not acknowledge community issues	-Student's project demonstrates knowledge of political, civic, and social issues but makes no connection between community issues and societal needs -Student's project indicates no desire to participate in any of the issues	-Student's project engages in discussion of political, civic, or social issues, making connections between community issues and societal needs -Student's project indicates desire to be involved in the issues or articulates advantages for a plan of action -Student's project demonstrates awareness of relationships within a community	-Student's project engages in detailed discussion of complex political, civic, and social issues, articulating connections between community issues and societal needs -Student's project provides examples of personal engagement in issues to help community members or demonstrates that he/she has a plan of action to participate in the issues -Student's project provides discussion about how he/she has expanded	_____ x 3

				personal attitudes toward the community and is respectful of its diverse members	
The Student's project displays attitudes of openness, empathy, and/or curiosity **(30%)**	-Student's project shows no compassion nor curiosity toward members of the community	-Student's project shows compassion for community members -Student's project does not articulate how issues in the community can negatively impact or dehumanize community members	-Student's project shows compassion for community members and is attentive to specific needs of community members -Student's project indicates awareness of organizations and issues that have direct and indirect influence on how community members are affected	-Student's project shows compassion for community members and demonstrates an action plan for involvement in order to help meet specific needs of community members -Student's project indicates personal involvement with organizations in the community that can create positive change and shows curiosity towards cultures different than his/her own -Student's project articulates examples and insight as to how community members can be disadvantaged and/or dehumanized by certain value-belief systems and/or organizations	_____ x 3
Grading:	**Unacceptable (F)**	**Marginal (D or C)**	**Acceptable (B)**	**Exceptional (A)**	**TOTAL**
Total Points	**0-9**	**10-17**	**18-24**	**25-30**	