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:

<table>
<thead>
<tr>
<th>Skills (%) and Points</th>
<th>Unacceptable (0)</th>
<th>Marginal (1)</th>
<th>Acceptable (2)</th>
<th>Exceptional (3)</th>
<th>Points</th>
</tr>
</thead>
</table>
|                       | -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 identifies 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 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                                                                                             | 4 x 4                                                                                     |
| The student’s project demonstrates intercultural competence (40%) | | | | | |
|                       | -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                                                                                                                                          | 3 x 3                                                                                     |
| The student’s project displays knowledge of civic responsibility (30%) | | | | | |


<table>
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<tr>
<th>The Student’s project displays attitudes of openness, empathy, and/or curiosity (30%)</th>
<th>-Student’s project shows no compassion nor curiosity toward members of the community</th>
<th>-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</th>
<th>-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</th>
<th>-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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading:</td>
<td>Unacceptable (F)</td>
<td>Marginal (D or C)</td>
<td>Acceptable (B)</td>
<td>Exceptional (A)</td>
</tr>
<tr>
<td>Total Points</td>
<td>0-9</td>
<td>10-17</td>
<td>18-24</td>
<td>25-30</td>
</tr>
</tbody>
</table>