**Survey of World Music Cultures**

*Social Responsibility Assessment Rubric*

This is an example of a rubric used to evaluate an embedded essay question on an exam such as the following: "Why and/or why not is it appropriate to characterize the music-culture of the BaAka People in Central Africa as ‘primitive’? Compare your own music-culture’s value of music as an adaptive resource for the Forest People. What is a socially responsible approach to studying the BaAka People and their culture?" 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’s response:

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<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>
| **The student’s response demonstrates intercultural competence (40%)** | -Student’s response 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 response demonstrates inability or discomfort with identifying possible cultural differences with others  
-Student’s response shows minimal awareness of his/her own cultural rules and biases | -Student’s response 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 response identifies his/her own cultural rules and biases  
-Student's response displays a strong preference for those rules shared with his/her own cultural group and seeks the same in others | -Student’s response 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 response demonstrates that he/she recognizes new perspectives about his/her own cultural rules and biases  
-Student’s response does not appear to be seeking ‘sameness’, and is comfortable with the complexities that new perspectives offer | -Student’s response 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 response articulates insights into his/her own cultural rules and biases  
-Student’s response 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 response recognizes and responds to cultural biases, resulting in a shift in self-description | ____ x 4 |
| **The student’s response displays knowledge of civic responsibility (30%)** | -Student’s response demonstrates no awareness or acknowledgement of what his/her civic responsibility entails  
-Student’s response does not acknowledge community issues | -Student’s response demonstrates knowledge of political, civic, and social issues but makes no connection between community issues and societal needs  
-Student’s response indicates no desire to participate in any of the issues | -Student’s response engages in discussion of political, civic, or social issues, making connections between community issues and societal needs  
-Student’s response indicates desire to be involved in the issues or articulates advantages for a plan of action  
-Student’s response demonstrates awareness of relationships within a community | -Student’s response engages in detailed discussion of complex political, civic, and social issues, articulating connections between community issues and societal needs  
-Student’s response 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 response provides discussion about how he/she has expanded | ____ x 3 |
<table>
<thead>
<tr>
<th>The Student's response displays attitudes of openness, empathy, and/or curiosity (30%)</th>
<th>-Student's response shows no compassion nor curiosity toward members of the community</th>
<th>-Student's response shows compassion for community members and is respectful of its diverse members</th>
<th>-Student's response does not articulate how issues in the community can negatively impact or dehumanize community members</th>
<th>-Student's response indicates awareness of organizations and issues that have direct and indirect influence on how community members are affected</th>
<th>-Student's response shows compassion for community members and demonstrates an action plan for involvement in order to help meet specific needs of community members</th>
<th>-Student's response indicates personal involvement with organizations in the community that can create positive change and shows curiosity towards cultures different than his/her own</th>
<th>-Student's response articulates examples and insight as to how community members can be disadvantaged and/or dehumanized by certain value-belief systems and/or organizations</th>
<th>____ x 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Grading:</strong></td>
<td>Unacceptable (F)</td>
<td>Marginal (D or C)</td>
<td>Acceptable (B)</td>
<td>Exceptional (A)</td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td>0-9</td>
<td>10-17</td>
<td>18-24</td>
<td>25-30</td>
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