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.**

Student's response:

_____

Skills (% and Points)	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Points
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

	Unacceptable (F)	Marginal (D or C)	Acceptable (B)	Exceptional (A)	
				personal attitudes toward the community and is respectful of its diverse members	
The Student's response displays attitudes of openness, empathy, and/or curiosity **(30%)**	-Student's response shows no compassion nor curiosity toward members of the community	-Student's response shows compassion for community members -Student's response does not articulate how issues in the community can negatively impact or dehumanize community members	-Student's response shows compassion for community members and is attentive to specific needs of community members -Student's response indicates awareness of organizations and issues that have direct and indirect influence on how community members are affected	-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 -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 -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	_____ x 3
Grading:	Unacceptable (F)	Marginal (D or C)	Acceptable (B)	Exceptional (A)	**TOTAL**
Total Points	**0-9**	**10-17**	**18-24**	**25-30**	