

An analytic rubric for the "Race, Gender, and Class in the Media" assignment

By: Dr. Myeshia Babers

Part 1: Personal Reflection

Criteria	Exceeds Expectations:	Meets Expectations:	Needs Improvement:	Unsatisfactory:
Connection to Personal Experience	Rich, introspective description of personal experiences and contexts around engaging with the chosen song. Insightful connections made between experiences and perceived meanings.	Adequate description of personal experiences related to the song. Some connections made between experiences and interpretations.	Limited personal reflection. Connections between experiences and perceived meanings are underdeveloped or unclear.	Lacks meaningful personal reflection and connections to the song's meanings and contexts.

Part 2: Musical Analysis

Criteria	Exceeds Expectations:	Meets Expectations:	Needs Improvement:	Unsatisfactory:
Musical Element Interpretation	Nuanced analysis of multiple musical elements (rhythm, melody, vocals, etc.) Insightful connections between elements and overall stylistic interpretations.	Appropriate identification and description of key musical elements. Sufficient connections made between elements and stylistic effects.	Analysis focuses primarily on surface-level musical traits. Connections between elements and perceived styles/effects are incomplete.	Unable to analyze and interpret the roles and effects of core musical elements within the song.

Part 3: Peer Feedback Integration

Criteria	Exceeds Expectations:	Meets Expectations:	Needs Improvement:	Unsatisfactory:
Sociocultural Perspective-Taking	Astute, critically analyzed integration of peer perspectives.	Appropriate consideration of peer perspectives. Some analysis of	Peers' perspectives included superficially. Limited	Peers' perspectives excluded from analysis. No evident

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	Insightful evaluation of how sociocultural factors shape perceptions and interpretations.	potential sociocultural influences on differing interpretations.	examination of sociocultural factors impacting perceptions.	consideration of sociocultural factors shaping interpretations.
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Part 4: Critical Analysis

Criteria	Exceeds Expectations:	Meets Expectations:	Needs Improvement:	Unsatisfactory:
Intersectional Socio-Cultural Critique	Sophisticated analysis evaluating interplay between musical/lyrical elements and societal perceptions around intersecting identities (race, gender, class, etc.)	Analysis explores how musical/lyrical components contribute to social meanings/narratives related to specific marginalized identities.	Analysis oversimplifies connections between musical/lyrical content and dominant social perceptions of identities.	Unable to critically analyze the ways musical/lyrical content reflects, reinforces, or challenges perceptions of race, gender, class, etc.

Part 5: Multimedia Presentation

Criteria	Exceeds Expectations:	Meets Expectations:	Needs Improvement:	Unsatisfactory:
Intersectional Representation Analysis	Insightful multimedia critique integrating nuanced intersectional analysis of race, gender, class, etc. representation across multiple media sources.	Multimedia presentation competently analyzes representation of marginalized identities and highlights intersections between social categories.	Analysis oversimplifies intersectional dynamics. Tends to focus on representations through a single-axis lens (just race or gender, etc.)	Multimedia presentation lacks substantive intersectional analysis of diverse identity representations in media sources.